



**MARGARET  
DA COSTA  
SEABRA GOMES**

**O INGLÊS E A IDENTIDADE SOCIAL ENTRE  
UNIVERSITÁRIOS PORTUGUESES**



**MARGARET  
DA COSTA  
SEABRA GOMES**

**O INGLÊS E A IDENTIDADE SOCIAL ENTRE  
UNIVERSITÁRIOS PORTUGUESES**

**ENGLISH AND SOCIAL IDENTITY AMONG  
PORTUGUESE UNIVERSITY STUDENTS**

Dissertação apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Estudos Ingleses realizada sob a orientação científica da Professora Doutora Gillian Moreira, Professora Auxiliar do Departamento de Línguas e Culturas da Universidade de Aveiro



A concretização da presente dissertação deve-se em grande parte a quem tanta paciência teve e que tanto me apoiou durante todo o processo. Dedico-a aos meus filhos que abdicaram de tempo comigo e ao meu grande porto de abrigo, José Carlos, que esteve sempre lá para mim, nos bons e nos maus momentos.

## **O Júri**

O Presidente

**Professor Doutor Anthony David Barker**  
Professor Associado da Universidade de Aveiro

**Professor Doutor Luís Sérgio Pinto Guerra**  
Professora Auxiliar da Universidade de Évora

**Professora Doutora Gillian Grace Owen Moreira**  
Professora Auxiliar da Universidade de Aveiro

## **Agradecimentos**

Um muito obrigada à Professora Doutora Gillian Moreira, que acreditou em mim e que soube sempre incentivar-me para fazer mais e melhor. Um agradecimento ao Professor Doutor João Torrão pelo apoio moral constante. Aos Professores Doutores Luís Guerra e Alan Dawber e aos colegas e alunos do Departamento de Línguas e Culturas da Universidade de Aveiro – obrigada por colaboraram neste projecto. Aos colegas da área de inglês, obrigada por me ouvirem e à Ana Margarida pelo apoio. Finalmente à minha família que sempre acreditou!

## Palavras-chave

Empréstimos ingleses, cultura jovem, identidade social

## Resumo

Esta dissertação propõe-se estudar o uso de empréstimos linguísticos ingleses no discurso oral de estudantes universitários portugueses. No contexto actual, marcado pela globalização, a cultura jovem parece particularmente consciente da importância e do alcance do inglês como *lingua franca*, apropriando-se dele e integrando os elementos seleccionados desta língua na comunicação. Partindo desta perspectiva, a investigação realizada no âmbito deste estudo procura identificar os empréstimos linguísticos ingleses mais frequentes utilizados por 205 universitários portugueses, que representam 3 universidades, avaliando a intensidade e a extensão do seu uso, assim como o seu contributo para a criação de uma ‘cultura jovem’, simultaneamente particular e global, dentro da sociedade mais alargada. Os resultados revelam que a língua inglesa é utilizada de forma abrangente no discurso oral de jovens universitários e que essa utilização aumenta ao longo do seu percurso académico. Também sugerem que os participantes demonstram uma maior abertura à globalização e que a língua inglesa é o veículo que permite comunicar de forma eficaz, tanto a nível local como global.

**Key words**

English borrowings, youth culture, social identity

**Abstract**

This dissertation addresses the issue of the use of English borrowings in the native oral discourse of Portuguese university students. In today's era of globalisation, young people seem to be increasingly aware of the role of English as a *lingua franca*, appropriating its borrowings and integrating them when communicating. In the light of this situation, a study was developed and carried out with 205 Portuguese university students, representing 3 universities, which aimed to identify which English borrowings are used, the extent of their use and their contribution towards the creation of an individual, group or global youth identity within the community. The results revealed that English is used extensively in the oral discourse of young people and that its use increases as they progress through their degree. The findings also showed that the university students who participated in this study showed an openness to globalisation with English as the means through which they could achieve communication on a global as well as on a local level.

## **Table of Contents**

1 Introduction .....	9
2. Theoretical Framework.....	12
2.1 Linguistic Imperialism.....	13
2.2 Linguistic Pragmatism.....	15
2.3 The Role of English as a <i>lingua franca</i> .....	17
2.4 Language, Culture and Identity.....	21
2.5 English Borrowings .....	27
2.6 Youth Culture.....	30
2.6.1 The Language of Youth Culture.....	33
2.6.2. From Sub-culture to Youth Culture .....	40
3 Preliminary Research.....	45
3.1 Student Profile.....	45
3.2 Methodology .....	46
3.2.1 Table/Questionnaire .....	46
3.2.2 Focus Groups .....	47
3.3 Results .....	48
3.3.1 Table/Questionnaire Results.....	48
3.3.3 Focus Group Results .....	54
3.3.4 Conclusions.....	57
4 The Main Study.....	59
4.1 Study Objectives & Research Questions.....	59

4.2 Methodological Approach.....	61
4.2.1 Collation of Lexical Bank.....	62
4.2.2 Focus Questionnaire.....	65
4.2.3 Comparative study.....	65
4.3 Underlying Assumptions.....	66
4.4 Results.....	68
4.4.1 Universities Involved in the Study .....	68
4.4.2 Degree Courses Studied by Students.....	70
4.4.3 Graduate Group.....	71
4.4.4 Collation of Lexical Bank .....	72
4.4.5 Results of Focus Questionnaire .....	88
4.4.6 Discussion of Results .....	126
5 Conclusions .....	130
5.1 Future Considerations.....	131
6 Bibliographical references.....	133

## **List of Tables**

Table 1: Top Five Words used by LBM Students.....	50
Table 2: Breakdown of Table/Questionnaire Respondents .....	72
Table 3: Breakdown of Degrees of Respondents .....	73
Table 4: <i>Numerus Clausus</i> & Representativity of Degrees.....	74
Table 5: Number of Erasmus Student Responses .....	75
Table 6: Number of LBM Graduate Responses .....	75
Table 7: Top Words used by Students at Aveiro University.....	76
Table 8: Top Words used by LBM students.....	78
Table 9: Top Ten Words used by Évora Students.....	79
Table 10: Top Words used by Porto Students.....	81
Table 11: Top Words used by LBM Graduates .....	82
Table 12: Top Words used by Polish Exchange Students .....	83
Table 13: Top Words Used by Spanish Exchange Students .....	84
Table 14: Top Five Words - All Groups.....	85
Table 15: Categories for Remaining Top Five Words.....	86
Table 16: Categorisation of Words used by Undergraduates.....	86
Table 17: Proportion of Students Who Lived Abroad.....	93
Table 18: Summary of the Influential Sources in the 1st Year .....	104
Table 19: Summary of the Influential Sources in the 2nd Year.....	105
Table 20: Summary of the Influential Sources in the 3rd Year.....	105



Table 21: Summary of the Influential Sources in the 4th Year .....	106
Table 22: Summary of the Influential Sources in Percentage Terms across LBM Degree .....	107
Table 23: Collated Percentages from 1st to 4th Year .....	108
Table 24: Summary of Reasons for English Use in 1st Year .....	111
Table 25: Summary of Reasons for English Use in 2 <sup>nd</sup> Year .....	112
Table 26: Summary of Reasons for English Use in 3rd Year .....	113
Table 27: Summary of Reasons for English Use in 4th Year.....	114
Table 28: Summary of Reasons for English Use from 1st to 4th Year.....	115
Table 29: Collated Average Percentages from 1st to 4th Year .....	116
Table 30: Why English is Preferred over Portuguese.....	117
Table 31: Students' Feelings towards English Use .....	120
Table 32: Percentages of Students' Feelings towards English Use.....	120

## **List of Figures**

Figure 1: Comparison of Overall English Usage .....	49
Figure 2: Use of English by Others.....	50
Figure 3: Who English is used with.....	51
Figure 4: Who English is NOT used With.....	52
Figure 5: Representation of Aveiro University Degrees .....	77
Figure 6: Degrees of Évora University Respondents.....	81
Figure 7: Proportion of LBM Students who Completed the Focus Questionnaire.....	88
Figure 8: Enrolled Students Compared to Questionnaires Completed .....	89
Figure 9: Proportion of Males and Females across all Years of Study.....	90
Figure 10: Distribution of Student Age in 1st Year .....	90
Figure 11: Distribution of Student Age in 2nd Year.....	91
Figure 12: Distribution of Student Age in 3rd Year .....	91
Figure 13: Distribution of Student Age in 4th Year.....	91
Figure 14: Distribution of Student Age across all Four Years .....	92
Figure 15: Distribution of Student Nationality across all Years of Study .....	93
Figure 16: Total Proportion of Students Who Spent Time Abroad .....	93
Figure 17: How often Students Use English .....	95
Figure 18: Who English is Used With.....	96
Figure 19: With Whom English is NOT Used .....	97
Figure 20: Student Opinions in Relation to English Use.....	99

Figure 21: How Often Others Are Heard Using English.....	100
Figure 22: Who Students Hear Using English .....	101
Figure 23: Who English Users Use English With.....	102
Figure 24: Awareness of English Usage in LBM Degree .....	109
Figure 25: Attractiveness of English Terms if their Use Were Mainstream .....	110
Figure 26: Percentage of English Preference over Portuguese .....	118
Figure 27: Collated Percentages of Categories .....	119
Figure 28: Percentages of Students' Feelings towards English .....	121

## **List of Appendices**

### ***Preliminary Research:***

*Appendix 1: Pilot Questionnaire 1*

*Appendix 2: Pilot Questionnaire 2*

*Appendix 3: Interview Script*

*Appendix 4: Questions Added to Interview Script*

### ***Phase 1:***

*Appendix 5: Undergraduate Table/Questionnaire of English Borrowings*

*Appendix 6: Graduate Table/Questionnaire of English Borrowings*

*Appendix 7: Total Collation of English Borrowings*

*Appendix 8: Word Bank – Total Aveiro University*

*Appendix 9: SCP Results – Total Aveiro University*

*Appendix 10: Word Bank – LBM Degree, Aveiro University*

*Appendix 11: SCP Results – LBM Degree, Aveiro University*

*Appendix 12: Word Bank – Other Aveiro University Degrees*

*Appendix 13: SCP Results – Other Aveiro University Degrees*

*Appendix 14: Total Undergraduate Words*

*Appendix 15: SCP Results – Total Undergraduate Words*

*Appendix 16: Total Undergraduate Word Categories*

### ***Phase 2:***

*Appendix 17: Focus Questionnaire*

*Appendix 18: Results of Focus Questionnaire*

# Identity

When you look in the mirror,  
who do you see?  
Do you see the person you want to be?  
Or do you see the person you're told to be?  
Who determines your identity?  
Is it you or society?  
Do you tell yourself  
that you're an achiever and the future?  
Or do you leave it to society to say,  
"You're a loser?"  
Who's the only person that really knows you?  
Nobody but you.  
So don't leave it to society to define you  
Take charge of your life  
And be the best you can be  
You create you  
You create your identity.

(Subryan 2006: 343)

# 1 Introduction

2008 is the Year of Intercultural Dialogue. Politicians the world over have hailed 2008 as the beginning of the turning point in global relations in the hope that international dialogue will help bridge cultural difference in the name of peace. It is also the year of the ratification of the Orthographic Reform of 1990 resulting in homogenisation of spelling standards in Portugal and other Portuguese speaking countries. These events occur in the light of globalisation and English has, over the last few decades become the *lingua franca* of the globalised world in an attempt to facilitate communication and increase and improve international and intercultural relations. An increasing number of people seek to learn English as it is perceived to be the language which will give them an advantage and provide them with a better future. With the number of non-native speakers of English far outnumbering the number of native speakers, the face of English is altered as the result of this contact with non-native speakers and their mother tongues. At the same time, it is natural to say that the languages with which English comes into contact are also susceptible to change. It is against the backdrop of these events that this dissertation has been produced, at a time when intercultural dialogue is seen to be crucial for world peace. Portugal is taking steps to adapt to the consequences of globalisation on the Portuguese language and this dissertation takes a closer look at the English borrowings used by a group of university students. Its objectives are to identify which words are used and why and how the understanding of their use can show how language is used to construct identity.

With six to seven thousand languages currently spoken in the world and with languages disappearing at an alarming rate, there is growing concern about the cultural heritage of indigenous languages which is being lost as English becomes the *lingua franca* of the globalised world. Arguments have been put forward both for and against English as the global language of communication, and Pennycook states that there are ‘complex interactions between global and local forces, English and popular culture’ (Pennycook 2003: 3). He goes on to add however, that the use of English for communication may in fact result in ‘global miscommunication or perhaps ‘dis’communication’ (Pennycook 2003:

3). Hanson argues that people ‘can argue about what globalisation is till the cows come - but that globalisation exists is beyond question, with English its accompanist [and] The accompanist is indispensable to the performance’ (Hanson 1997: 22). Phillipson, when reviewing the same book has a different take on the role of English, arguing that the growth of English can be understood as ‘an uncritical endorsement of capitalism, its science and technology, a modernisation ideology, monolingualism as a norm, ideological globalisation and internationalisation, transnationalisation, the Americanisation and homogenisation of world culture, linguistic and media imperialism’ (Phillipson 1999: 274).

Therefore, whether the spread of English is seen as something beneficial or prejudicial, the fact remains that English is now spoken by more people than ever as they choose to learn the language perceived to be of the rich and powerful. The spread of English has been seen as something positive, as the spread of a language which facilitates communication and an aid to intercultural dialogue, or in a more negative light, as the imposition of a language which causes the death or alteration of other languages and stifles the development of pluri- and multilingualism by deepening social inequalities. However, whichever perspective people prefer, it is not possible to stop either the spread of English or the Englishisation of the languages with which it comes into contact.

As a teacher of English at university level and as a researcher, I am particularly interested in the repercussions of this spread, for English itself and for other languages as well as the cultural implications of these processes. With an ever increasing number of non-native speakers of English learning English to communicate with other non-native as well as native speakers it is possible to agree with the argument that Kachru puts forward, which favours the use of the term “Englishes” over “English” (Kachru 1995: [http://www.immi.gov.au/multicultural/\\_inc/publications/confer/04/speech19a.htm](http://www.immi.gov.au/multicultural/_inc/publications/confer/04/speech19a.htm) 24/01/06). Languages have always come into contact and mutually influenced each other and with English playing such an important contemporary global role non-native as well as native speakers of English use it to communicate with others. It may be possible to say that in some contexts, English has been stripped of its cultural baggage and is a ‘cultureless’

language which can be appropriated by the global community on a local level and used to serve the purpose of its users.

English plays an important role in many domains, particularly in the areas of business, economics and politics, and it is important to see how the role of English works both on a global and on a local level. My personal interest lies in the role English plays in the lives of young people in society today and what effects this may have on Portuguese. My belief is that very often youth culture has been overlooked as a force capable of appropriating, using and altering language as much as the politically or economically powerful. This is the standpoint which underpins the development of this project whose main objective is to determine in what ways a group of Portuguese university students uses English in its Portuguese discourse and the reasons why it chooses to use English borrowings instead of their Portuguese equivalents. The study of the use of English borrowings in the discourse of people from different age ranges will help to determine exactly which English borrowings are used in the group's native spoken discourse and whether their use is linked to the forging of youth identity. The analysis of English borrowings used by graduates from the same area of study may also help to demonstrate whether there is any continuity in the use of those words as people leave tertiary education and join the workplace as fully fledged adults or if they fall into disuse after they have served their purpose.



## 2. Theoretical Framework

Back in 1603, it was estimated that between five and seven million people spoke English around the world (Jenkins 2003: 2). At the beginning of the 21st century, a figure of between one-and-a-half and two billion people spoke English worldwide, with an estimated seventy five territories where English is either the first language, or is an official second language (Jenkins 2003: 2). This phenomenon is a result of two occurrences which led to the increased use of English worldwide. The first diaspora involved the movement of immigrants to America and Australia, resulting in new varieties of English and the second involved the colonisation of Asia and Africa which led to the growth of English varieties, or so-called 'New Englishes' (Jenkins 2003: 5). The term 'New Englishes' is a necessary one because according to Kachru,

English has a multiplicity of norms, both endocentric and exocentric, multiple identities in creativity, and distinct sociolinguistic histories and contexts of function. In other words, it is now more apt to use the term "Englishes" than "English"

(Kachru 1995:

[http://www.immi.gov.au/multicultural/\\_inc/publications/confer/04/speech19a.htm](http://www.immi.gov.au/multicultural/_inc/publications/confer/04/speech19a.htm) 24/01/06)

Speakers of English can be grouped into one of three categories, as users of English as a native language, as a second language or as a foreign language. The first group refers to people who are born and raised in a country which has English as a first or official language. The second refers to the speakers of English who live in countries which were at one time colonised by the British and still maintain English as a second or official language. Finally, the third group refers to those for whom English has no official status in their country, yet have a desire to learn it. The undergraduates and graduates taking part in this study belong to this latter group, which is still growing and the largest of the three. This differentiates English from other big languages as it has moved out of its' native speaker boundary and become popular with youth. From Kachru's three circle model of World Englishes, these groups can also be referred to as the 'inner,' 'outer' or 'expanding' circles respectively

(Kachru

1995:

[http://www.immi.gov.au/multicultural/\\_inc/publications/confer/04/speech19a.htm](http://www.immi.gov.au/multicultural/_inc/publications/confer/04/speech19a.htm)

24/01/06). Despite the fact that this model may not take into account contemporary global dynamics, such as bi- or multilingualism or the use of English for specific purposes, it still addresses the fact that people learn English in different ways across the globe for different reasons. In the second half of the twentieth century however, the increase in the number of people speaking English has changed the way English is spoken around the world as English has become the language of international communications. The spread of English can be seen as either a historical phenomenon which is positive or negative and is discussed in further detail in the following sections.

The spread of English has very often been seen as a top-down process imposed by the political powers that be but this spread may just as easily be seen from a different perspective. The idea underpinning this study is that rather than a top-down process imposed upon the population, another force in the shape of a bottom-up process which is defined not by language policies but by individuals themselves. The focus of this dissertation was young people in Portugal and in particular university students and how they use the English language to express themselves.

## **2.1 Linguistic Imperialism**

People's perceptions on the spread of the English language will very much depend on how they have conceptualised it. Seidlhofer and Jenkins state that 'The difference between the various perspectives is thus only a partial one: it does not reside in the way English is defined, but only in the way global spread is viewed' (Seidlhofer 2003: 141). They go on to talk about the conceptualisation of English which has either a positive or a negative response, the former being something useful and good and the latter as something which will have adverse effects.

Phillipson argues that ‘the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages’ (Phillipson 1992: 49) through a process he refers to as linguistic imperialism. The claim is that British and American interests and language planning policies promote English throughout the globe whilst simultaneously killing off indigenous languages. Adamo, in an attempt to cast English as a ‘killer language’ states that ‘Language represents the concepts, thoughts and culture of a people. Since language incorporates everything about the culture of a people, it is the very being of the people’ (Adamo 2005: 24). There is the fear that as people’s desire to learn a language which is associated with power increases, native languages, and with them their cultures, will be killed off as learning English ‘is so obviously the key to economic empowerment’ (Alexander 2000: <http://www.macmillaneducation.com/Globaldebate/english.htm> 24/01/06). Toolan adds that ‘No contemporary language has such an enormous number of diverse and influential stakeholders as English’ (Toolan 1997: 4), once again pointing towards the importance of English on an international level. English is perceived to be the language of exploitation used by the speakers of English to encourage speakers of other languages to learn the language of the rich and powerful thus creating an endemic monolingualism which slowly stifles and eventually kills smaller languages. Kamwangamalu refers to this as the Anglo-American Conspiracy (Kamwangamalu 2003: 67) and the process is seen as a way of exerting ‘the domination of those groups that have both the means of imposing it [English] as “legitimate” and the monopoly on the means of appropriating it’ (Bhatt 2001: 532), resulting in an ‘asymmetric relationship between producers and consumers ... and ... a heteroglossic (hierarchical) arrangement of languages, pervaded by hegemonic value judgements, material and symbolic investments, and ideologies that represent interests only of those in power’ (Bhatt 2001: 532). The idea underpinning Linguistic Imperialism is that powerful British and American political and economic forces have joined efforts to push English into the spotlight and make it the most influential language in the world, whilst they simultaneously sit back and watch other languages which are laden with the culture of centuries die off.

Regarding the situation in Europe, O'Driscoll discusses the prevalence of English in the following way:

English appears to be breaking out – or if you prefer to liken it to a burglar rather than a virus, breaking *in* – everywhere in continental Europe. Cinemas are full of people listening to English scripts ... radio stations are full of English song lyrics; TV channels show numerous British or American programmes, but even when they are not, English phrases seem to crop up with alarming frequency; advertising texts of all kinds are full of anglicisms; people everywhere, *especially teenagers*, regularly pepper their everyday conversation with English phrases (my italics)

(O'Driscoll 2002: 259)

In this way, O'Driscoll argues that English is slowly but surely working its way into the lexicon of European languages, which will result in changes to the languages with which it has contact. In relation to the idea that this 'break-in' of English vocabulary may have a detrimental effect on the languages of Europe, he affirms instead that English can be used as an 'alternative *code*,' another linguistic choice the individual has amongst its repertoire of language. To his argument he adds the following:

the importation of 'foreign' lexical items into a language is nearly always a matter of enrichment rather than impoverishment. ... [and] 'in public domains, the significance of the 'use-of -English' phenomenon for language maintenance issues in Europe is minimal and cannot in itself be said to constitute a threat to the vitality of other languages

(O'Driscoll 2002: 266)

Therefore, in contrast with the idea of linguistic imperialism, it can be argued that English plays an important role at least in the European Union as a language which can enrich and benefit other languages. The bottom line is that it is a language which is popular and sought after and has a positive rather than a detrimental effect on other languages. This is the line taken by the linguistic pragmatists and will be discussed further in the following section.

## 2.2 Linguistic Pragmatism

The second perspective which will be presented here is that of Linguistic Pragmatism and puts forward that theory that the spread of English is desirable to the world population in

general and is advantageous to those that learn it. This idea is that English is a useful commodity and can be used for self promotion and advancement. The spread of English as a *lingua franca* is perceived to be based on the development and adoption of a language which will facilitate trade relations around the globe. English is seen more as a multinational tool which people *opt* for instead of having it imposed upon them. Kamwangamalu refers to this as the Grassroots Theory (Kamwangamalu 2003: 67) and assumes that English is not a language which has been imposed upon people by the politically and economically powerful but because people strive to learn it in order to communicate with the world around them. Pennycook ascertains that the spread of English may be seen as something ‘natural, neutral and beneficial’ (Pennycook 2003: 9). He goes on to explain that English is *natural* because its ‘expansion is seen as a result of inevitable global forces,’ *neutral* because ‘English has become detached from its original cultural contexts (particularly England and America) [and] it is now a neutral and transparent medium of communication’ and finally, is *beneficial* because of ‘a rather blandly optimistic view of international communication [which] assumes that this occurs on a cooperative and equal footing’ (Pennycook 2003: 9).

In essence, linguistic pragmatism is based on the following three premises. Firstly, that a *lingua franca* is a necessary requirement of contemporary society; hence the development of one language, in this case English, is natural. Secondly, the English language may be perceived to be a language which, rather than spreading culture, has become a channel through which different cultures can be expressed. The third and final premise deals with the need for international communication and that a *lingua franca* would increase and facilitate this. Despite Pennycook’s assertion that this opinion is ‘blandly optimistic’ (Pennycook 2003: 9) the fact remains that the spread of English will undoubtedly result in negative consequences for a number of other languages. Those who defend the perspective of Linguistic Pragmatism argue that the

Industrial revolution, trade practices, and commercial exploitation of the late eighteenth and early nineteenth-century England created conditions where one language had to develop as the

language of the world market, the “commercial lingua franca” [and] English became the language of global commerce

(Bhatt 2001: 532)

Regardless of whichever viewpoint people choose to endorse, the issue is the tug-of-war between globalisation and language diversity. The fact remains that globalisation is having a detrimental effect on diversity and that the spread of English as the global *lingua franca* will result in language death and by implication, cultural death. Language death is an issue which is raised by a number of authors as a direct consequence of globalisation and evolution. One cannot stop language development, particularly in today’s highly technological age, but the fact remains that this evolution will bring about language death on an unprecedented scale.

## **2.3 The Role of English as a *lingua franca***

In 1995, non-native speakers of English outnumbered native speakers four to one (Kachru 1995: [http://www.immi.gov.au/multicultural/\\_inc/publications/confer/04/speech19a.htm](http://www.immi.gov.au/multicultural/_inc/publications/confer/04/speech19a.htm) 24/01/06), and in 1999, there were ‘more Chinese studying English in China than the entire population of the United States’ (Eoyang 1999: <http://www.adfl.org/ADFL/bulletin/v31n1/311026.htm> 28/01/06). These figures are bound to have an impact on the English language and on the languages English comes into contact with. Since World War II, the global role of English has changed dramatically. In the study carried out by Hurst in May 2001 on the use of foreign languages in Porto, Portugal, 90.7% of the 793 people interviewed stated that English was the language they most associated with Europe (Hurst 2002: 53). The fact is that if English is seen as the language which drives world economy and finance it will be the desired language for those who want to succeed in a contemporary era of globalisation and consumerism.

It is unquestionable that English has become the *lingua franca* of today's globalised world and it has spread around the globe on an unprecedented scale. Dovring succinctly covers the vast array of areas where English is used:

English is the most influential language the world has ever known. ... [it is] the universal language of air control, for instance. Half of the world's telephone service uses English. English dominates the air waves of radio and television. Movies, computer programs, commodities surveys, and postal services use it around the world. We find it in thousands of newspapers, in shipping and world trade, in business and information, in the language of the sea, in technology and engineering. And we can add to this analysis that we also find English on the Internet, in the international terrorists' stilted use of it, and in the shorthand English on the posters of dissenters and followers in the revolutionary uprisings around the world today.

The influence of English does not stop with the domination of so many various professional or social activities or public political performances. English has been described as a "language without frontiers," and it is.

...  
Obviously, there is a growing appetite for English, and it is getting more and more attention. Multinational corporations use English, and diplomats and the European Common Market use it. English in space is already a fact. Scientific periodicals all over the world have summaries in English or publish entire issues in English.

...  
In Europe, English has long had a dominant use as a second or third communication medium.  
(Dovring 1997: 22 -3)

In effect, English has become prevalent in all areas of modern life. The impact and effect of English on the other languages it comes into contact with is an issue of much debate. Skutnabb-Kangas argues that English is a threat to other languages because according to her 'when dominant languages such as English are learned subtractively, at the cost of the mother tongues, they become killer languages' (Skutnabb-Kangas 2001: 27/05/08). The point which Skutnabb-Kangas raises is the one of language diversity versus globalisation and the effects of English on languages which are not spoken by a large number of people. As globalisation and increased communication have changed the current make-up of the world today, so the linguistic diversity of the planet has decreased, resulting in the loss of cultural and biocultural heritage too. According to Skutnabb-Kangas, 'Optimistic estimates claim that 2% of biological species but 50% of languages may be dead or moribund - no longer learned by children - in 100 years' time. According to pessimistic but realistic estimates, 20% of biological species but 90% of languages may be dead or moribund in 100 years' (Skutnabb-Kangas 2001: 27/05/08). The challenge for the 'killer languages' is to



become ‘an additive asset ’ (Skutnabb-Kangas 2001: 27/05/08), in other words for English (and the other ‘big’ languages) to be an added language rather than a substitute one, which enriches and has positive consequences on the languages with which it comes into contact and which are at risk of disappearing.

According to Jorgensen, language has the ability to

exercise power in a wide range of ways, while we draw upon not only our structural command of one or more languages, or varieties of a language, but also our knowledge of the different values assigned to them. In face-to-face communication we can, directly or indirectly, refer to the more or less agreed-upon differences in power and status between two or more languages which are at our disposal for a particular piece of communication. This reference we can use to establish our own power base, which we can choose to employ in particular communication situations. By this measure, speakers of some languages, or varieties of languages, automatically can expect to be able to wield more power than speakers of some other languages, or varieties, everything else being equal

(Jorgensen 1998: 237)

In this way, language, and in the context of this dissertation, lexis, can serve to construct identities which are flexible and may change both within and between communicative acts.

A case at hand and pertinent to this study is in Europe for example, where the so-called Euro-English is widely used, becoming the *de facto lingua franca* of communication at a political or economic level and supposedly devoid of an identity. This idea of English being a vehicle of communication yet stripped of the cultural baggage languages are normally associated with is an argument which has been discussed by Achebe in a very different context. He argues that English has the potential to be a neutral language which can be used to express the speaker’s culture:

I feel the English language will be able to carry the weight of my African experience. But it will have to be a new English, still in communion with its ancestral home but altered to suit its new African surroundings.

(Achebe 1966: 22)

Despite the fact that Achebe is clearly referring to his own culture and more specifically creative writing, the same could be said for people living elsewhere and Euro-English may



be the result of nativisation of English with the grammatical, lexical, phonological and discorsal features inherent in a number of European languages but not necessarily according to the patterns of a more standard British or American English. In this way, Euro-English is de-Anglicised or de-Americanised, allowing speakers to adopt it for their own use and adapt it to their own culture or identity.

Still on the subject of European English, if it has a tendency to be devoid of a particular culture, then by extension, it can also be used to express social identities as well as national ones, including youth culture, which may be done through code switching and code mixing. English is being used as a vessel through which cultures can be expressed on a local level and is the means through which the social identity of young people may be created. Franceschini suggests that code-switching is not ‘supplementary, additional, peripheral behaviour or as an exceptional possibility, but rather [relates] code-switching to a general characteristic of language i.e. *variability in use*, and to an extra-linguistic factor, i.e. *flexibility in behaviour*’ (Franceschini 1998: 52) (italics in original). Thus it is seen as an example of ‘plurilingual practices’ (Franceschini 1998: 52) rather than the monolingual practices, which are the norm worldwide (Franceschini 1998: 52), and a means through which people express their multiple identities. What is more, these strategies are consciously used. Wei, for example, points out that speakers are aware of the discorsal choices that they make, adding that:

speakers know that a certain linguistic choice will be the normal, unmarked realisation of an expected RO [rights-and-obligations] set for a particular conventionalised exchange, while other possible choices are more or less marked because they are indexical of other than the expected RO set

(Wei 1998: 158)

In other words, speakers use RO sets in order to be socially meaningful and communicatively relevant to express multiple identities where contextualisation is salient in the construction of meaning and identity. In the case of English, the *lingua franca* of the world today, it can be used to express different identities and within the scope of this study by university students to construct their own youth identity. Risager argues that it is no

longer correct to use the word ‘spread’ of the English language but refers to the new worldwide status of English as a *lingua franca* as a result of ‘language flow’ where language practice and identity construction are fluid and less static (Risager 2006: 90). Risager goes on to explain that the term ‘language spread induces one to think of spatial movement that has a direction, from the centre to a periphery: from a country / area where the language is a dominant first language to countries / areas where it is not a dominant first language’ (Risager 2006: 90), whereas the term ‘language flow’ implies that there are relationships between language and language policy decisions at a macro-level and individual choices at a micro or local level, which result in exchange of language and culture rather than the dominance of one language over another. I personally agree with this concept of how the English language ‘flows’ from nation to nation, group to group and person to person as it evokes a far more fluid sense of the way languages move and are used around the world today which is more in tune with a globalised world where communication is increasingly important, with youth playing an important role in the process.

## **2.4 Language, Culture and Identity**

National boundaries have been the preferred way of analysing culture as nationality is something which is easy to establish, thus supporting the belief that the people within that nation will have largely the same value system and that that system helps to mould our identities. Our culture has a huge influence on the way we behave, whether we are conscious of it or not and there are ‘clear patterns across cultures and ethnic groups’ (Gudykunst 1998: 249). In contemporary times and as a result of global forces, people belong to different groups at different times, which in turn results in a more complex cultural identity. Bausinger states that ‘In our modern world...there is such a high degree of mobility that a firm and more or less unchangeable identity is nothing but a prison, dysfunctional for the fulfilment of the real needs and demands of society’ (Bausinger 1999: 11), supporting the argument that traditional definitions of culture and identity work as

straightjackets with our multiple identities today. Therefore, the problems start at the definition stage of the word ‘culture.’

The numerous definitions of culture stem from a range of perspectives. Risager defines the concept of culture from a number of different perspectives from a meaning-oriented to cognitive to a structuralist to an interpretative concept of culture prior to the 1980s (Risager 2006: 44 - 48). According to this author, the Cultural Studies tradition focuses on a more holistic definition of culture which is ‘not normally a matter of national cultures but of youth cultures, worker cultures, gender-specific cultures, etc’ (Risager 2006: 50). Thus, rather than the restrictive label of national culture, it would be interesting to take a more open perspective which leans towards a contemporary understanding of culture as crossing the boundaries of nations and belonging to a number of different groups. Ting-Toomey and Chung define culture as ‘a meaning system that is shared by a majority of individuals in a particular community’ (Ting-Toomey 1996: 237). They separate culture into different levels and argue that

On a general level, it refers to a patterned way of living by a group of interacting individuals who share similar sets of traditions, beliefs, values, norms, and behaviours. On a specific level, cultural values and norms influence the expectations that we hold in the development of our interpersonal relationships.

(Ting-Toomey 1996: 237 - 238)

The focus of this dissertation is to take a dynamic perspective on the concept of culture with the aim is of seeing how culture is expressed through language in authentic practice and real context, what Risager refers to as ‘the conversion of lived life into text’ (Risager 2006: 50). The fact is that language and culture are strongly intertwined with language being the medium through which meanings are expressed and negotiated. The relationship between language and culture is one which has been much debated and widely recognised. Adamo argues that ‘Language represents the concepts, thoughts and culture of a people [and] Since language incorporates everything about the culture of a people, it is the very being of the people’ (Adamo 2005: 22).

It is important to understand that, as a result of an ever more globalised world, characterized by increased mobility, technology and communication, languages have flowed all over the world with English as a prime example. According to Risager, ‘The linguistic, cultural and social complexity arising from these developments makes the claim of an exclusive relationship between language and culture more unjustified than ever’ (Risager 1999: 83). According to Kramsch ‘in modern, historically complex, open societies it is much more difficult to define the boundaries of any particular social group and the linguistic and **cultural identities** of its members’ (Kramsch 2003: 66) (bold in original). Identity is a negotiated construction which occurs at sites of struggle. Hetherington explains that

Identity is about both similarity and difference. It is about how subjects see themselves in representation, and about how they construct differences within that representation and between it and the representation of others. Identity is about both correspondence and dissimilarity. Principally, identity is articulated through the relationship between belonging, recognition or identification and difference. Any connotative reading of the issues associated with identity has to address these themes

(Hetherington 1998: 15)

Soderberg adds that ‘we must be aware that people have a plurality of different perceptions and strategies within the framework of the nation’ and that ‘People create and develop a large number of cultural communities, local, national and transnational and define themselves in relation to these’ (Soderberg 1999: 140). She goes on to say that sharing a culture ‘is, in principle, only *situational*; it does not necessarily go beyond certain contextual circumstances’ (Soderberg 1999: 140) (italics in original) because as Hall *et al* assert ‘Cultures do not talk to each other; individuals do’ (Hall 2005: 125). There may be a system of shared values within a defined community but societies are, in essence, complex and heterogeneous, and the people who are part of those societies are also complex and heterogeneous and use language in different ways. The argument put forward by Dahl is that ‘it is important to point out that culture is not the only factor influencing human behaviour...that an individual belonging to a certain culture will be shaped by the culture but is not “a slave to the culture”’ (Dahl 2004: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=658202](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=658202) 10/07/06). In essence, our

culture may help to define who and what we are but there are a number of other factors which will influence and shape us, and language is not only one of those factors, but also the medium through which people can express their individuality.

Language is not static and is forever mutating into new forms. We only have to look at a play written by Shakespeare in the XVI century to see how much English has changed in the last five hundred years. New meanings are attributed to existing words on a regular basis, and for what purpose? What is it about humans that drives them to change language and use it in for their own means? Labov speculated as to whether there was an adaptive function to language variation and if the variation demonstrated by humans was similar to animal dialects studied by biologists and if there was a biological reason for language diversity (Labov 1972: 323 - 325). From earliest times language diversity has been seen as ubiquitous yet counterproductive in human communication as exemplified in God's imposed linguistic diversity on Humankind as a punishment for challenging his authority. Purists have worked long and hard to maintain language purity and curtail diversity, yet change continues. It is in Humankind's nature to use language to communicate with the world around it and adapt it to fit into its own needs. Therefore, it would be interesting to see how language is used, which language patterns are put in place within cultural communicative systems and how culture and identity are related. This idea, along with the construction of an identity which is age rather than nation based is the main inspiration of this project and which places youth as a defined group within the larger national society. The idea that youth uses English for its own identity construction may indicate that it is using a second language, a learnt language and the world's *lingua franca*, to see the world through different eyes and a new, more global perspective.

Risager refers to both the 'linguistic practice and the linguistic resources' (Risager 2006: 74) of a language user and that any 'linguistic act is an act of identity' (Risager 2006: 74) and the user has at their disposal a whole range to linguistic resources with which to express themselves however they wish in different situations thereby projecting their own

perspective of the world around them or simply what is more practical for them to use. Risager exemplifies by stating that

When, for example, one chooses to use English in Scandinavian contexts, this will normally be justified by the desire not to exclude anyone from understanding what is going on. Nevertheless, there is in the choice of English an identity dimension that connects the local choice of English to the status of the English language at a global level. The choice of English is both a practical and a cultural choice.

(Risager 2006: 75)

As Gudykunst and Ting-Toomey point out, ‘Communications and culture reciprocally influence each other’ and ‘The culture in which individuals are socialized influences the way they communicate, and the way that individuals communicate can change the culture they share over time’ (Gudykunst 1996: 3). Therefore, English serves a purpose which goes beyond that of communication. English is used out of choice and gives a whole new dimension to the way people communicate. Much of the focus has been on the local effects of language and the choices people make when expressing themselves but it could be argued that people nowadays, and in particular young people have a different perspective to previous generations due to their exposure to technology. This exposure to the outside world, to what is often referred to as the global village, means that language choices may not only be determined by what happens locally but also by what happens globally. A possible and probable consequence of this is that a *lingua franca* such as English will play a far more important role in their lives, and subsequently in their discourse than was the case in previous generations. Add to that the input from various sources such as cinema, television, music and the Internet, and the likelihood is that English is a language which may be perceived to be connected with things global, contemporary and young, becoming part of youth’s repertoire of linguistic resources.

Language is a fundamental identity construct because it forms us and we form it; we see the world through language but also change the world we see through language and within the scope of this study the objective is to try and ascertain whether when young people use English they are using it to express themselves through it rather than adopting the English

language which is loaded with the cultural baggage of the English speaking world. Duncan states that language is not merely a means for communication but

an interactional social accomplishment. It is a representative arrangement, a way of ordering and directing the hyper-abundance of information that overwhelm us, especially in this modern age. Since the beginning of the youth culture after World War II, a synergetic mutual dependence has developed between them and the media [with] areas that reflect personal, local, national, and global beliefs and awareness.

(Duncan 2006: 39)

It is not sufficient to understand human language if we do not analyse it within the context of how and why it is used. According to Saville-Troike ‘

Status is often largely determined by social class membership, but age or education may be more salient, or whether a person is married and has children... [and] In most speech communities, age is a major dimension for social categorization

(Saville-Troike 1993: 87 - 89)

It is important to understand how meaning and identity are constructed in a globalised world and Giampara refers to ‘multiple and intersecting’ identities and identifies three important questions which are pertinent to this study:

What are the current discourses of identity and representation?  
Which identities are negotiable and what ‘spaces’ are they negotiable in?  
How are identities negotiated in these ‘spaces’?

(Giampara 2006: 192)

According to Giampara, young Italian people in Toronto, Canada, explore and negotiate their identities using a variety of markers which range from language, ethnicity, race, gender, sexual orientation, religion and citizenship but which have the unifying marker of youth. Just as the participants of the study negotiate their Italo-Canadian identities from the margins of both worlds Giampara adds that ‘Language plays a salient and defining role in the way these participants desire to be positioned and position themselves’ (Giampara 2006: 201) where code-switching and code-mixing are common language practices. In particular, linguistic play is used extensively within peer groups to negotiate identity. Just as these second generation Italian Canadians use language to express both their Italian and



Canadian identities, it is reasonable to argue that in today's world, English may also be used to allow young people to express their global identities as well as their local ones and use different aspects of identities to facilitate the movement between their positions in society.

## 2.5 English Borrowings

Graedler defines borrowing as 'the use of elements from one language, the source language, in the context of another language, the borrowing language' (Graedler 1996: 38), and asserts that 'The term "loanword" is often used as a generic expression to cover all types of foreign-inspired lexical items' (Graedler 1996: 48). He further distinguishes between direct and indirect loans. The former refer to 'words and expressions that are the result of direct importation from another language' and the latter to 'the substitution of domestic word material for foreign elements' (Graedler 1996: 48). So borrowing may be understood as the insertion of single or multiple lexical words from one language into another. For Risager, the process of borrowing occurs 'when an individual incorporates a word from another language into his or her own language, after which this word can continue its flow in social interaction if it happens to be accepted (adopted) into the network. This is a situation where 'language spreads across languages'' (Risager 2006: 97).

The increased exposure to English means that there have been changes to the Portuguese vernacular. The number of English borrowings in mainstream Portuguese are too many to enumerate but a list can be found on the website of *Viseu Polytechnic*, which shows the extent to which English is already a part of mainstream Portuguese and part of the lexicon (Viseu: [http://www.ipv.pt/anglicismos/angl\\_s.htm](http://www.ipv.pt/anglicismos/angl_s.htm) 26/01/06). In many cases, the words have retained the same spelling and are not italicised in the written form. In others, attempts have been made to conform to Portuguese orthographical norms. The word *stress* for



example can be seen in its written form both in its original spelling or changed to *estresse* to maintain Portuguese spelling standards.

Rather than look at English borrowings in mainstream Portuguese, the objective of this study is to examine the English borrowings used by university students and the reasons behind their use. A further issue is whether the words retain their original meaning in a different language or if they are attributed a new one in the target language. As the most used language of communication, English is appropriated and, it can be assumed, given other meanings than in the original source language. Dovring refers to a phenomenon called “Trans-English” or ‘Bodysnatched English,’ whereby ‘familiar English words ... [have] a new undercurrent of suggestive meanings pointing to definitive political goals (Dovring 1997: xi - xii). Despite the fact that Dovring assertions refer to communication on a political level, the same practice could occur locally with youth as the key players in linguistic change.

There have been a number of studies which have looked at the phenomenon of borrowing. In their paper about English borrowings in the Spanish language in Puerto Rico Cortés *et al* state that ‘English borrowing is one of the ways vocabulary is being expanded in other languages and that the Puerto Rican language ‘will continue to change quite rapidly due to the influence of English [as] English borrowings ... enter the Puerto Rican lexicon and expand speakers’ vocabularies’ (Cortés 2005: 41). They go on to propose that there are five categories of borrowing and that the majority of English borrowings are nouns. This is corroborated by work carried out by Onysko, who mentions that in the extensive use of English borrowings in Germany, most are nouns, and play an important role in the creation of hybrid compound nouns. He provides a total of 6 motivational categories for using English, and category 5 is of particular interest as it states that ‘Anglicisms are frequently found as lexical elements to establish a sense of group identity [and] The in-group code of young snowboarders, for example, is particularly rich in Anglicisms [so that] outsiders are unable to grasp the meaning of such words’ (Onysko 2004: 62). Modiano discusses the phenomenon of slightly adapting English verbs to a Swedish inflection for verbs related to

IT and Physical Fitness. In the former, verbs such as *chat*, *boot*, *mail* and *surf* become *chatta*, *boota*, *maila*, and *surfa* respectively (Modiano 2003: 38) whereas in the latter, something similar occurs with PR (public relations = social communication) words. This shows that there are certain areas which are more influential than others in providing new words for use in other languages. IT is an obvious source, both in the written and in the spoken form. Androutsopoulos states that:

Young people on the Web constantly work on their style, that is, the way they construct themselves online, using a variety of multimodal resources. Linguistic resources that are characteristic for the field as a whole: the shift to the oral mode of expression in writing, marking off the activity as a vernacular, non-institutional one; the special register of hip-hop; and spelling variation, which is a particularly popular technique for marking membership. As in real-life interaction and other kinds of media discourse, language is strategically used as a resource of self-presentation in the online field

(Androutsopoulos 2006: 232)

Modiano adds the following:

The increased use of such terminology among Swedes indicates how the mindset of youth culture, information technology, sports and business become globalized to the extent the people throughout the world, in scores of languages, find it natural to adopt American-English terms

(Modiano 2003: 38)

This research indicates that borrowing is widespread and English borrowing is a phenomenon which affects many languages in the world today. Borrowing influences the language we use and subsequently our opinions, decisions and attitudes. This eventually shapes our perceptions of what kind of society we are going to build, live in, and create for the future. Whether people use language for their own purposes, for political goals or for personal affirmation, individuals strive to leave their mark on the language and taking a language which to them may be devoid of identity and ascribing their own identity to it in order to assert themselves in society is something which not only the politically or economically strong can do on a European level but also which individuals can do on a local level. The premise underpinning this study is that youth culture plays a role in language evolution as it strives to leave its mark within its community.

## 2.6 Youth Culture

The concept of youth culture, both on a social and on a political level, was put forward by Hall *et al* as ‘an emergent category in post-war Britain, of the most striking and visible manifestations of social change in the period’ (Hall 1976: 9) arguing that it was more than a phenomenon constructed by the media of the time and needed to be studied as a part of our societies. If we take the position that culture is the way by which social groups construct their own system of traditions, beliefs and ways of life which distinguish them from other groups, through which they create a specific value system intelligible to other members of that community, then by analysing the practices of that group it is possible to gain an insight into how that social group is constructed. As discussed in previous sections, the traditional definition of cultural community has been set by national boundaries. By restricting this definition to a specific age bracket, the analysis of the linguistic practices of youth can provide a deeper understanding of how those practices are embedded in and reflect it.

According to Herr, the life stage of adolescence is ‘regarded as a period of development between the ages of eleven and the early twenties; it is seen as a time when youth are preoccupied with identity issues, with the questions “Who am I?” and “Who can I become?”’ (Herr 2006: 56). This indicates that it is a stage in life which is focused on self-reflection, full awareness of the fact that change will occur, together with a preoccupation in relation to the adults they will become as a result of that change. Herr goes on to argue that adolescence has increased dramatically as improved socio-economic conditions have stimulated the initiation of puberty at younger and younger ages, yet youth is increasingly dependent upon others whilst it finishes off its college education. Herr divides adolescence into early and late adolescence with the former encompassing individuals from ten to fourteen years old, during which they answer the identity questions raised above by constructing a group or “clique” identity. Late adolescence, from the ages of fifteen upwards, is a phase where reflection plays a far more important role and where the

adolescent has a far greater awareness of self and how they belong (Herr 2006: 50). Stenström *et al* divided individuals into belonging to one of six age groups, labelled as follows: age 0-9 (preadolescence), 10-13 (early adolescence), 14-16 (middle adolescence), 17-19 (late adolescence), 20-29 (young adults) and 30+ (older adults). However, the 20-29 year olds, particularly the lower end of the range, could be divided into those who have left higher education and those who have not, the latter of which probably have more in common with late adolescence than adulthood. Chambers asserts that ‘Age plays an almost autocratic role in our social lives and, it follows, in our linguistic development’ (Chambers 1997: 146) by exerting an influence on our social being, encapsulating the importance of age in social lives in the following way:

Our age is an immutable social fact, and it is proving, with advances in social organization and medical science, to be the most immutable. Social classes may be altered in political economies that allow for mobility so that individuals need not live their days in the class they are born into, and gender roles become less confining under exactly the same conditions, with a wider range of possibilities for the sexes. The impact of social and sexual categorization can thus be altered by political action – but our ages remain fixed.

(Chambers 1997: 146)

Furthermore, he states that ‘adolescence requires a purposeful divergence from adult norms in favor of alternative norms instituted and reinforced by age-mates’ (Chambers 1997: 172) and that

In adolescence, young people are exposed to a greater inventory of linguistic variants because they are exposed to a wider circle of acquaintances. ... Conformity to peer group norms and distinction from adult norms leads to the adoption of regional linguistic variables beyond the neighborhood and sometimes a preference for variants not favored by adults

(Chambers 1997: 172)

Adolescence should not be perceived as a waiting period between child and adulthood but as a period with vital practices in peoples’ lives which are essential in preparing them for the challenges which lie ahead. Drawing attention to the characteristics of youth culture today, Steinberg *et al* state that

young people now in the era of the new (postmodern?) youth possess huge amounts of information about topics traditionally viewed as the province of adults. Some scholars have

argued that youth often have more information than adults in these domains because of the time many have to access TV, radio, the Internet, music and other media

(Steinberg 2006: xiv)

Despite defending the idea that the lines between youth and adulthood have become more blurred and even irrelevant, they add that, in view of

the profound changes initiated by a variety of social, economic, political and cultural forces, many analysts maintain that we can no longer make sense of youth by using traditional assumptions about its nature [and] youth has profoundly changed over the last couple of generations

(Steinberg 2006: xiv)

Society has traditionally been structured into class, race, ethnicity and gender, and age has become an important criterion for understanding social structure and identity. These criteria are by no means a range of discrete variables as we belong to various groups simultaneously as part of our complex daily relationships, age being one of the groups through which we construct our identities. Norton takes the following position:

power is neither monolithic nor invariant; it is not simply something that can be physically possessed, but a relation which always implies social exchange on a particular set of terms. By extension, it is a relation that is constantly being renegotiated as symbolic and material resources in a society change their value [and] power does not operate only at the macro level of powerful institutions such as the legal system, the education system and the social welfare system, but also at the micro level of everyday social encounters between people with differential access to symbolic and material resources – encounters that are inevitably produced within language

(Norton 2000: 7)

Therefore, taking a closer look at the language of youth is vital to understand how it uses language differently to other generations and to what extent. This topic, along with some of the reasons for the use of a distinctive type of language, will be covered in the following section.

### 2.6.1 The Language of Youth Culture

In his linguistic research, Saussure dichotomised language into *langue* and *parole*, the former being the grammatical system and the latter being the social use of the language. The assumption is that *langue* can be studied in the absence of a community due to homogeneity yet *parole* must be studied within the realm of language, both on an individual and on a group level within a community. It is important to understand not only what a word means but also what it means to the people who use it and how it is used to communicate with people within and outside a community. Society can be seen to be made up of social groups ordered into a range of criteria including ethnicity, class, gender and in this particular case, age and in the identification of these groups, where language plays a vital role. In this regard, Long states that

Among black youth, linguists have found evidence of AAVE's [African-American Vernacular English] increasing divergence from "standard" (i.e., currently mostly white, middle-class) spoken American English, especially in its pronunciation and intonation, apparently as a marker of group solidarity and resistance

(Long 2003: 153)

This draws attention to the distinctive and conscious use of language by this group of young people to distinguish itself from others. Language not only reflects but is also the medium through which our culture and identity are expressed, as Chambers puts it: 'The underlying cause of sociolinguistic differences, largely beneath consciousness, is the human instinct to establish and maintain social identity' (Chambers 1997: 274). Jenkins, in her work on World Englishes points out that English on the world stage is not only a means of communication but may serve a deeper purpose, one of promoting identity. Comments made by Japanese participants in a study about Japanese-English bilinguals reveal how different languages may be used to communicate in different situations and to express different roles, for example:

I use Japanese when I request something. Japanese is softer ... don't you think so? And when I apologize ... well, I might use English if I don't really feel like apologizing. A Japanese apology sounds more sincere (Keiko).

I think my personality differs in English and Japanese. I'm more *wild* when I speak English ... I mean, more outgoing and not so *conservative*. Yeah, I'm more *conservative* in Japanese. I feel '*this is me*' when I can say something in English (Chikako).  
My personality changes from Japanese mode to English mode. I'm more sarcastic and joking all the time and outgoing and, well, that's when I'm speaking English. In Japanese, I'm quieter (Eriko).

(Jenkins 2003: 143)

She goes on to add the following:

it is the monolingual mindset which is unable to grasp the fact that a language does not have to be a mother tongue in order to be capable of expressing aspects of a speaker's social identity. And if English remains the world's primary international language, the expressive function is likely to become increasingly central to its international use

(Jenkins 2003: 143)

In fact, in the process of expressing its social identity, youth has the ability to invent new words and transform their mainstream meaning to refer to different situations which are meaningful for it – a process Poveda describes as *lexical borrowing* (Poveda 2006: 42). For this researcher, this practice has two main functions: firstly to separate youth from adults and distinguish individuals from peers and secondly, that the coining of new words 'is a way of protecting certain activities and events from adult surveillance [despite the fact that] many new terms become quickly outdated and cease to be used by successive cohorts of adolescents' (Poveda 2006: 42).

So, while youth language has very often been perceived to be of poor quality because of its relationship to popular culture and its deviation from the accepted norm, it is important to understand how it is used to create meaning in a multicultural world where we have multiple identities, and where language, culture and identity are intertwined on an international as well as a local level. Poveda argues that 'by adolescence, human beings have mastered most of the grammatical rules of their language and, therefore, beyond this age **significant transformations** in language development **do not** occur' (Poveda 2006: 41) (bold by me). The implication is that youth language does not vary from that of adults, however, our linguistic repertoire changes throughout our lives. We move in different circles and come into contact with different people and consciously or unconsciously those



factors will affect what we say and how we say it, which will in turn help us express ourselves in a variety of different ways and put into place mechanisms for the construction of our own range of social identities. Poveda does however state that

Language has a role in the development of these youth styles and social activities. The invention of new words, the development of new systems of communication and the use of particular forms of talk are three aspects of language that are integral to the formation of youth styles

(Poveda 2006: 42)

He uses the term *lexical innovation* to refer to the invention of new words or the transformation of meaning from one context into another, referring to the abundance of new terms created by youth and to the fact that ‘it is their fate that many new terms become quickly outdated and cease to be used by successive cohorts of adolescents. The use of particular words illustrates clearly the two social functions of style: separation from adults and distinction from peers’ (Poveda 2006: 42). Thus lexical innovation occurs for particular reasons, which include being different from parents and other adults but also from young people of a different age than themselves or who belong to a different group. Roberts adds to this argument by saying the following: ‘Because young people want to be different from the youth of the previous decade – but not from the youth of two decades ago – they will often evolve new styles’ (Roberts 1995: 17). These styles are seen as important spaces for youth to negotiate its identity with activities which can range from skateboarding or graffiti or simply hanging out in the café with friends, a common pastime amongst the groups participating in this study. Oikonomidis states that ‘the vast majority of borrowings appear to be transient, dying out as fashions and tastes change’ (Oikonomidis 2003: 61) indicating that styles and activities change rapidly. Whichever activities young people prefer to participate in however, they use a range of lexicon which differs from that of adults and in some cases peers.

There is often the criticism that youth today does not play an important role in society and is not aware of the social and linguistic conventions of other generations. However, after having carried out extensive research into the language of teenagers in the London area,



Stenström *et al* assert that their work ‘provides good indications of the teenagers’ awareness of social, regional and ethnic differences in their community, as well as linguistic features that reflect such differences’ (Stenström, Andersen et al. 2002: 15). In this study, youth, propelled by a feeling of shared identity, chooses to use a linguistic variant which is not part of mainstream society, and vocabulary which is often frowned upon by adults, to shape their own position in society. This group identification may in turn facilitate the shaping of self-identity.

Stenström identifies three clear basic types of conversation in teenagers:

The first and most important type is the interaction between teenagers and their peers... The other two types involve mixed age groups: there is the school talk, mainly classroom interaction involving teenage students and one or more adult teachers, and we have family talk involving the teenagers and their parents, siblings or other relatives.

(Stenström, Andersen et al. 2002: 27)

In addition, Stenström states that the findings of her COLT study ‘demonstrate how teenagers talk differently in various social settings, accommodating their language as they tell a joke to a friend, answer the teacher’s question in class or discuss homework with their parents’ (Stenström, Andersen et al. 2002: 212). She goes on to add that teenagers

showed the ability to talk “talk proper” in contexts where this was demanded...[and] demonstrated their ability to talk “teenage talk,” which is in fact what they were asked to do. Their awareness of this teenage language is probably the reason why, in the peer conversations, there is an abundant use of taboo language, both in terms of slang words and swearwords

(Stenström, Andersen et al. 2002: 212)

This clearly indicates that the youth of today may be more in tune with what is appropriate or not than people generally give it credit for and that the choice of words is based on an unconscious consciousness of which register to use in different situations. The association between linguistic choice, identity and communicative context is one which Hetherington has picked up on in relation to youth and the café. His argument is that

the spaces that have a social centrality for those who share a structure of feeling and seek to establish an identity around it are likely also to be what we call spaces of occasion, in which the

values and political views of a group might be expressed and around which identities are at the same time performed

(Hetherington 1998: 108)

These spaces are seen to be marginal by adults but have a mainstream status among young people. These sites of construction of identity may be seen as ‘marginal’ sites or ‘liminal’ spaces where alternative identities are expressed and created. Hetherington refers to a ‘marginal’ space as ‘counter-hegemonic spaces at the edges, from which the centre – itself seen as a unified and hegemonic space – is in some way challenged through practices of resistance and transgression’ (Hetherington 1998: 126). Therefore, the identity aspects related to the conscious use of a foreign language are of extreme importance in this study. There are clear borders between what is seen to be mainstream and marginal, which will affect the relationship between those spaces and the associated politics of identification.

It is clear that language, and the international use of English, are factors in the search for identity amongst young people. However, studies carried out on the use of language have often focused on the use of the language by children and adults and, very often, the language used by adolescents and young adults has been overlooked. Stenström *et al* state that

[t]eenage talk is fascinating. ... [and occupies] an intermediary position between child and adult language, [having] the potential to influence the way language develops. Some, at least, of the many innovations in teenage talk – which are found at all levels of speech – work their way into the standard language

(Stenström, Andersen et al. 2002: x)

In fact, Stenström *et al* state that ‘it is obvious that the teenagers are far from ignorant as to the importance of the relation between social features and language features’ (Stenström, Andersen et al. 2002: 17) , asserting that the teenagers she studied ‘put an effort into expressing their identity as **young Londoners**, in ways that are playful, creative and innovative’ (Stenström, Andersen et al. 2002: 17) (bold in original). She goes on to add that ‘teenagers have their own opinions about what constitutes teenage language and, more

generally, that language is sensitive to the age parameter' (Stenström, Andersen et al. 2002: 17).

Young people are known to change language and use it for their own purposes, often related to the adoption of new, distinctive identities and styles. Jenkins points out that the speech style known as *London Jamaican* 'is spoken mainly by adolescents, most of whom were born in Britain and, as such, seems in some respects to reflect the process of recreolisation ... [and] is also spoken by whites and Asians who have networks of black friends' (Jenkins 2003: 100). A study by Sebba (Sebba 1993), which compares London Jamaican and London English, or Cockney, mentions that 'the patois of the black youth living in ... Brixton (South London) differed in striking ways from the London English of the local white youth, and that these black adolescents were engaging in acts of identity by looking to their Jamaican roots for some aspects of their speech style' (Jenkins 2003: 100).

While these studies clearly show the relationship between youth, language, style and identity in English-speaking countries, in the wider world context, it can be observed how the use of English has become a means by which young people express their global identity. Kim, for example, has noted how Korean youth are very much geared towards globalisation and that the construction of its identity is related to

the global society in which English has become a powerful medium of international communication [and] the language carries a significant meaning for Korean youth. They are socialized into their national culture as Koreans while becoming socialized into the global society and culture through learning English

(Kim 2006: 595 - 596)

This is an important point in that youth in Korea feel that they not only develop a national identity but also an international one, which for them is also an important aspect of the construction of their individual identity. This study by Kim showed that American popular culture plays an important role in shaping the identities of young Koreans as they perceive the United States to be a powerful and prosperous country with a culture they aspire to. However, it also deals with the issue that American influence may be a threat to the Korean

culture and Koreans feel torn between their national and global identities despite the fact that they perceive English to be an advantage that they have over previous generations.

Graddol, on the subject of the influence teenagers have on the future of English, adds that 'it is unlikely that young people accept or reject English on the basis of its standard form. Young people within native-speaking English countries experiment with particular varieties of English in order to present or experience particular social identities' (Graddol 2000: 49). In a globalised world, with English a major player in the process of communication, it is not too farfetched to presume that English also plays an important role in the lives of youth cultures who do not speak English as their first language.

In the light of these arguments, it is clear that youth uses a variety of styles to express itself in a number of ways, language being one of the media through which identity is constructed and displayed. Language and communication are not merely vehicles to convey information from speaker to listener with varying degrees of effectiveness but rather that messages are constructed and decoded to develop understanding, which is negotiated, collaboratively accomplished and culturally and socially formed.

I have chosen to focus on the English words used by Portuguese students because lexis has a key role to play in social discourse and should not be separated from it. It is vital to analyse what language, and in the case of this study, what lexis is used within particular discursive contexts to shed light on how the various identities such as age, gender, social class and geographical location are expressed. According to Poveda

through the purposeful construction of specific forms of talk, adolescents and youth can make explicit associations between the way they are choosing to talk at a given moment, the meaning they are trying to convey to the activity, and their own identities within the activity. In this way, discourse makes visible the relationship between talk itself, speakers, and social values or beliefs associated to that particular way of talking

(Poveda 2006: 46)

Young people have the grammatical and lexical knowledge to use language creatively and flexibly. They have a range of linguistic choices which should not be undermined or

undervalued but be perceived as an essential part of youth, which does not necessarily have detrimental effects on its native language. Gaines states that

Youth cultures do not exist in a vacuum. They are shaped by social, historical, political and economic facts. Much of their activity is hidden, esoteric, obscure. It takes place beyond the gaze of adult authority, outside the institutions and colonial protectorates organized by adults for young people

(Gaines 1994: 228)

Young people are able, through exposure to such influential sources as television, music and the Internet, to use and adapt English borrowings in their native discourse, some of which may even end up penetrating mainstream Portuguese.

It seems that young people choose to use a particular lexicon to differentiate themselves from adults. Rather than perpetuating alienation, such linguistic variation is a means to belonging to a group which is disparate from conventional adulthood. Languages have a cultural and social identity as well as a linguistic one and the study of language has, necessarily, to be more than the study of linguistic form and extend to the study of meaning. Youth language should not be discarded and thought of as a lesser form of language but perceived as crucial in the construction of youth identity as it raises questions which this study aims to answer.

### **2.6.2. From Sub-culture to Youth Culture**

At this point it is important to discuss the link between youth culture and subculture. The idea of youth subcultures, with gangs or groupings of young people displaying characteristics and behaviours different to those of mainstream society, is a common way of categorising young people. It came into its own in the mid 1970s when the Birmingham Centre for Contemporary Cultural Studies (CCCS) published *Resistance Through Rituals* by Hall and Jefferson (Hall 1976). The premise of this work was that class division resulted in the creation of groupings of young people, termed subcultures. However, Bennett and

Kahn-Harris assert that since the 1980s, there has been increasing fragmentation of youth style and that the term 'subculture' is no longer appropriate, substituting it with post-subcultural theory (Bennett 2004: 11). They argue that there are a number of constraints to the term put forward by the CCCS which include the limited definition of 'youth' as being between the ages of sixteen and twenty one. They add that young people reach adulthood yet maintain their youthfulness by using music and style, or, from the perspective of this study, staying on at University. The Manchester Institute for Popular Culture (MIPC) argue that since the 1990s 'the combined effects of post industrialization and the increasing amounts of unstructured free time available to young people has given rise to a new 'clubbing culture' which dissolved structural divisions such as class, race and gender' (Bennett 2004: 11), with terms such as 'post-subculture,' 'post-modernism,' 'neo-tribe,' 'scene' or 'lifestyle' being preferred over the term 'subculture.' In effect, the perspective which underpins this project is that language, and in particular the use of English borrowings by university students in their Portuguese discourse, is used to a greater or lesser extent by the vast majority of young people as a strong unifying factor in the construction of their identity, yet irrespective of class.

In a post-modern society, areas of hegemonic and counter-hegemonic cultures are not perceived to be as static as they were and even though class may to some extent be used as a societal marker, new global flows and complexities have resulted in individuals with varying identities across society and there is more fluidity and mobility across groups. This means that the idea of subculture as a 'marginal' group with distinctive characteristics has been replaced with a more post-modern view of youth, one which is propelled by the need for global communication in which English encapsulates that global perspective and one of the means through which youth expresses itself and creates an identity.

This dissertation makes an attempt at taking a closer look at a particular speech community, which is tied together by age and its presence in higher education. Graddol *et al* present the constraints to defining a 'speech community' and state that

In considering where one draws the boundaries of a speech community, it is likely that the more culturally diverse one allows the community to be the more linguistically heterogeneous it will also be. By definition, members of the same speech community will have some linguistic and communicative features in common, but absolute linguistic homogeneity may well not be found even within an idiolect (the variety of language spoken by one individual).

(Graddol 1998: 24)

A speech community is a primary concept which may be used to describe a social rather than a linguistic group and can be 'defined, then, tautologically but radically, as a community sharing knowledge of rules for the conduct and interpretation of speech. Such sharing comprises knowledge of at least one form of speech, and knowledge also of its patterns of use. Both conditions are necessary' (Hymes 1994: 14).

Closely linked to the idea of post-modernism is the idea of 'marginal spaces' – the places where identities can be negotiated and constructed. Hetherington points out that 'Identity, as well as being about identification and organisation is also about spatiality. In part, this means that identity involves an identification with particular places, whether local or national. It also means that certain spaces act as sites for the performance of identity' (Hetherington 1998: 105). If it is possible to show that there are certain spaces, places of social centrality, where youth can use particular forms of language as an expression of self-identity, then we are some way to showing that for this particular study community, the presence of English borrowings is a conscious one and a way of youth forging its identity and differentiating itself from the wider mainstream community. In relation to spaces of identity and youth culture, Hetherington states that

for some young people, shopping malls have a social centrality that provides a focus for the articulation of identity and sense of belonging. This concept of social centrality is important in understanding the spaces of identity. ... particular sites, like Stonehenge for New Age travellers, Greenham Common for the women peace campers, festivals sites, sacred sites, Greenfield sites marked for road development for anti-road protestors, or even city centre landmarks around which young people may congregate on a Saturday morning to meet their friends, have a social centrality for those who are trying to create some alternative and expressive identification with one another. They are not merely places where like-minded people congregate but symbolic centres around which the values and practices associated with an identity position are performed.

(Hetherington 1998: 106 - 7)



Youth today seems to be building an identity which is not class subscribed, but using English borrowings in its Portuguese discourse as an elective and affectual identity as it constructs and negotiates its position in society; an identity which is not within the classic societal groups such as race, class or gender but a part of contemporary movements which make up a new and changing world, of which age is an example. Hetherington asserts that 'To have an identity is to find ways of expressing oneself through identifying with others, and that identification is based in the expressive world of feeling and emotion and forms of collective sentiment' (Hetherington 1998: 51). He adds that 'Identity is more than about self-reflection, understanding and the development of a life-project based on the idea of a calling. It is fundamentally about issues of belonging, expression, performance, identification and communication with others' (Hetherington 1998: 62). It is natural for young people to identify, both socially and emotionally, more with people of a similar age, and this brings about a whole new concept of identity and linguistic repertoire to choose from. Therefore, youth, propelled by a feeling of shared identity, chooses to use a linguistic variant which is not part of mainstream society and context dependent, which is frowned upon by adults, to shape its own position in society and encourage group identification. Language is an important vehicle for social action and by implication, the construction of social identity. Any study which undertakes the analysis of language used by a group of individuals is always limited, restricted to that particular group with a limited geographical and historical relevance. The analysis of youth talk will allow us to gain a greater understanding of the verbal creativity of youth culture and help examine, in the words of Poveda

how this creativity may be used to question and exploit the complex relationships that exist between language, social values, and aspects of personal identity such as gender, ethnicity, social class or geographical location. ... Therefore, popular accounts of how adolescents' language is becoming degraded and how this, in turn, will degrade overall language quality should be questioned. These panics are voiced every other decade and only prove that youth are succeeding in using language to socially demarcate themselves as an age group in very complex ways

(Poveda 2006: 46)



The fact is that even though the family is pivotal in providing our first speech models, children and teenagers emulate the language of their peers rather than that of their parents and teachers. The language of youth may seem trivial because of its association with popular culture but it is also a reflection of the metaphors we live by and in essence a valid means to constructing meaning to its users. Widdicombe & Wooffitt view identities as achieved rather than fixed and therefore ‘negotiated products of the ongoing flow of interaction’ (Widdicombe 1995: 13). They add that identities, rather than being made up of an identity and its relevant behaviour, ‘motivate action in the service of fulfilling the goals, hopes and fears which are related to self-conception’ (Widdicombe 1995: 132).

This clearly indicates that the youth of today may be more in tune with what is appropriate or not than people generally give it credit for and that the choice of words is based on an unconscious consciousness of which register to use in different situations. According to Graddol the ‘global teenager’ is a ‘new driving force’ in language development and he goes on to say that

surges in the youth population must figure in any strategic thinking about public services, higher education or provision for foreign-language studies [and that] teenage years are sensitive ones for adult identity development and are an age where language shift occurs, establishing patterns of use for later years

(Graddol 2000: 48)

This corroborates what other writers have said in relation to teenage talk and its relevance in language shifts across the globe. If youth has the power to affect language, then studies of how it uses language are vital in order to understand how language choice is determined and the way in which young people rely on their linguistic repertoire to be heard and build their identity in society.

### **3 Preliminary Research**

This study follows on from research carried out during the curricular programme of the English Studies Masters at Aveiro University, Portugal. This initial research was carried out in the course of a module on Cultural Diversity in the English Language, which focused on the spread of the English language on a global scale and the consequences for both English itself and the languages it comes into contact with. For the extended project for this module I chose to take a closer look at the use of the English language in the native discourse of a small group of university students who had English as part of their study programme. The objectives of this preliminary study were to ascertain to what extent English was used in Portuguese discourse and the students' attitudes towards its use. The study was carried out during the academic year 2005/6 with students in Higher Education doing a degree in *Languages and Business Management* (henceforth LBM) at the Department of Languages and Cultures at Aveiro University. The findings of the study showed not only that the use of English borrowings in the Portuguese discourse of the participants was extensive, but also that the terms used appeared to be different to those used by Portuguese people generally. The results showed that there was greater scope for an analysis of the language used by youth in higher education in Portugal than could be covered in a Masters' module and an ideal subject for a Masters' dissertation.

#### **3.1 Student Profile**

The majority of students who took part in this project were between the ages of 18 and 22 although some were working students and older than the others. Despite the fact that the majority of students were from Portugal some were from France, Switzerland, Venezuela, Canada, Mozambique and Cape Verde. The fact that it was possible to ask students across the degree to take part in this study meant that it was possible to obtain an overall picture of

the use of English borrowings from the beginning to the end of the students' degree. The students were essentially language students but the degree has an interdisciplinary element to it in that the learners study business related subjects such as Management, Human Resources, Marketing and Multimedia. English is compulsory for all learners and they have a choice of two other foreign languages.

## **3.2 Methodology**

The methodology which was chosen to carry out this research was to firstly give students a table for them to fill in to obtain quantitative data in relation to their use of English borrowings in their Portuguese discourse. The table/questionnaire also included questions from which more qualitative data was obtained in order to understand students' attitudes and reactions in relation to their use of English borrowings. Following on from this, focus groups representing all years of study were interviewed to expand on the results obtained from the tables/questionnaires.

### **3.2.1 Table/Questionnaire**

A questionnaire (see Appendix 1) was drawn up for students to complete with a range of information from the English words used in the Portuguese discourse of the students to more open-ended questions related to the subject. The first section included student information to build a profile of the students who participated in the study. The second section was a table with a total of twenty two words. The students were then asked which words they used or did not use, if others used them and their attitudes towards their use. In relation to the choice of words and expressions to include in the questionnaire, questions were asked to a number of students at random around the department and in classes other than those under study to come up with a whole list. From that, the top twenty words which

were mentioned were the ones included in the questionnaire. It was decided that the questionnaire would be in Portuguese for two reasons. Firstly, there was the fear that if it were in English the use of the language under study would cloud the students' judgement in relation to the English words and expressions used. Secondly, as the questionnaire was in their mother tongue, it would minimise the amount of misunderstandings in relation to instructions on how to complete the table/questionnaire. An initial questionnaire was drawn up tested with random subjects within the department to decide what limitations the document had and what changes needed to be made before it was given out to the students for completion.

The idea was to reduce the amount of time the learners took to complete the table/questionnaire so it was only one page long. First and fourth year students were asked to complete a modified version of the initial table/questionnaire (see Appendix 2). The following phase was to pick up on interesting points which were raised from the analysis of the data collected and which would then be developed in focus group interviews at a later stage.

### **3.2.2 Focus Groups**

The third phase of data collection was to create focus groups of first and fourth year students who had filled in the questionnaire to discuss and develop some of the issues that arose from the analysis of the tables/questionnaires. Three first year and three fourth year students were interviewed separately to see if there were any similarities between what the groups said. The initial interview script was made up of 20 questions (see Appendix 3). The first interview took place with two first year students. Questions were added to the script during the interview as and when it seemed pertinent to do so which were then incorporated into the script for the remaining ones (see Appendix 4). The next focus group was with three fourth year students followed by the last first year student.

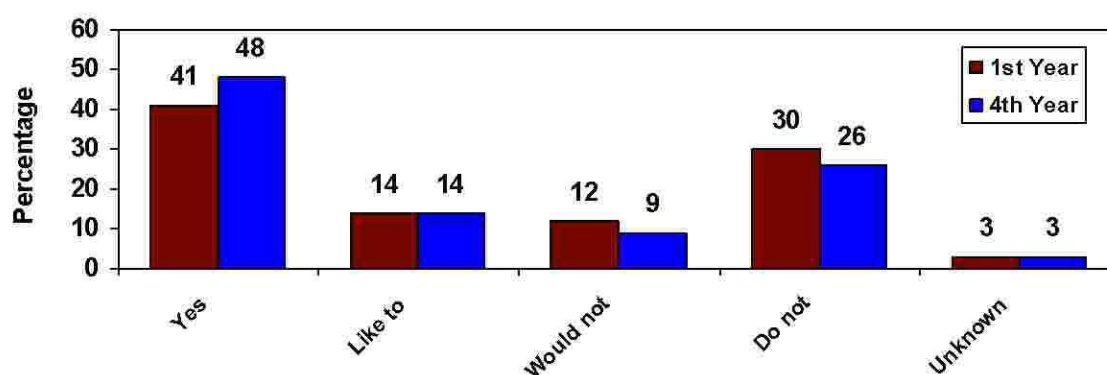
### **3.3 Results**

Forty five first year students and forty eight fourth year students completed the questionnaire. The majority of students were female, with thirty six females and nine males in the first year and forty females and eight males in the fourth year. The average age of the first year students was 19.6 with students ranging from eighteen to forty four years old and in the fourth year, the average age was 22.5 with students ranging from twenty one to forty. The majority of first year students were eighteen and fourth year students were twenty one. The first year students had between four and nine years of formal English study, averaging out at 7.6 years each and the fourth year students had between six and nineteen years averaging out at 12 years of English study.

#### **3.3.1 Table/Questionnaire Results**

Figure 1 shows the extent to which English words and expressions are used by first and fourth year students and their attitudes towards their use. Out of the twenty two words on the list, the first years used, on average, 41% of the words and the fourth years used 48%. Both years made a distinction between using the words and liking the fact that they used them with learners in both years saying that they liked to use 14%, both in the first and in the fourth year. This means that 55% and 62% of the words were used regularly by the students showing that there is an increase of 7% on average in the number of English borrowings used from the beginning to the end of these students' degree course. The students were also asked if they did not or would not use them. Results showed that on average students would not use 12% and 10% of the words in the first and fourth years and did not use 30% and 26% of them respectively. In both years, an average of 3% of the words were not recognised.

Figure 2 refers to whether students hear others use English words and expressions. When asked if they heard other learners using the words on the list, first year students said they heard others use 70% of the words and fourth years heard others use 72%. This shows either that there is a slight increase in the words used by others from the first to fourth year or that there is a greater awareness by the students of their own usage of English borrowings in their native discourse. Secondly, the fact that learners hear on average more words than they feel they are using indicates that they are not in fact fully aware of the extent of their use of English when they speak Portuguese.

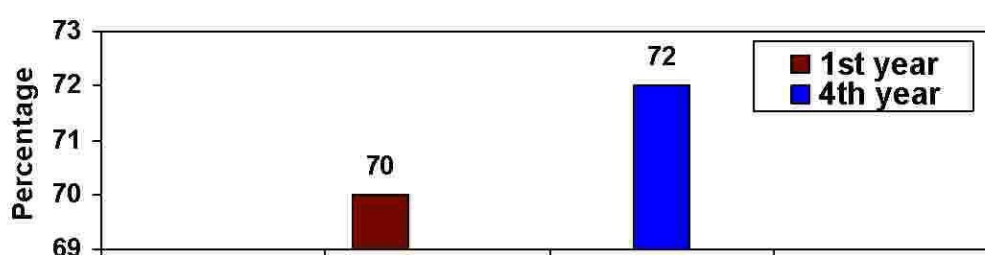


**Figure 1: Comparison of Overall English Usage**

If this data is compared to the results obtained for older students in the class there are clear differences. In the first year class there was a thirty one year old male student and a forty four year old female student. They used 18% and 31% of the words respectively, which is a much lower figure than the average number of words used by the whole group. The results for the two older female students in the fourth year class, who were thirty eight and forty four years old, showed that they used 0% and 40% of the words respectively. In one case, the use of the words was limited to their children because ‘it is part of their vocabulary’ (my translation). Despite the fact that the number of older students is so low and not very representative, the opinions aired by these students do correspond to what would be expected in that they use English terms less than the younger students in the class.



The participants were then asked to answer four more open-ended questions where they were given the opportunity to extend their responses. Firstly, they were asked to identify the five words from the list that they used the most, with a brief definition of that word as used in their spoken discourse in Portuguese and a contextualised example. The results showed that the top five words used by first year students coincided exactly with the top five used by the fourth year ones.



**Figure 2: Use of English by Others**

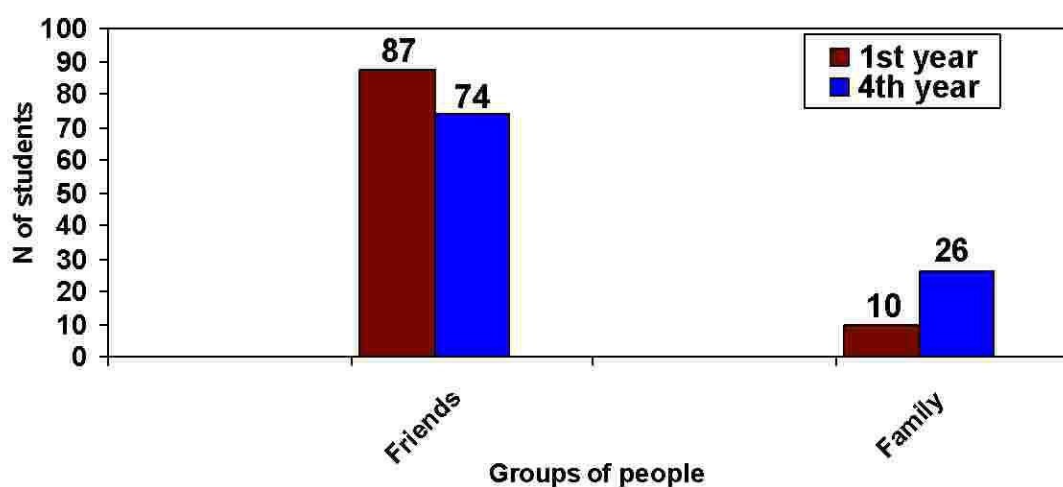
Table 1 shows the percentages of students who used those words. The results show that there is continuity in the usage of some of the words on the list throughout these learners' degree.

	1 <sup>st</sup> year <i>LRE</i> students	4 <sup>th</sup> year <i>LRE</i> students
'ya'('yah'/'yeah')	57%	52%
'people'	51%	52%
'fashion'	47%	48%
'feeling'	49%	42%
'hello'	38%	42%

**Table 1: Top Five Words used by LBM Students**

The data also showed gender differences in the English borrowings used. The word 'tuning' for example was used almost exclusively by male learners with only one female out of the

ninety three students questioned using it. This can be explained by the fact that the word is generally associated to cars, which is perceived to be a male domain. Some learners associated the word with the words ‘quitar’ or ‘quitado’ both of which derive from the English word to ‘kit out,’ which means to ‘improve.’ The word ‘man’ was also used far more by men than women. The word ‘light’ on the other hand was almost exclusively used by females usually in the context of food which is low in calories. When it was used by a male learner however, the meaning they attributed was different and they used it to refer to lighting up a cigarette.



**Figure 3: Who English is used with**

In relation to question number 2, the results can be seen in Figure 3, which shows who the learners used English borrowings with. The results show that 87% of first year students used the words with friends and colleagues and 10% with their parents and families. In the fourth year, 74% used the English words with friends and colleagues and 26% use them with their parents and families showing firstly that English borrowings are used primarily with friends and presumably peers. The other interesting outcome is that English is not used with the participants' family very much but that its use does increase from 10% to 26% from the first to the fourth year of their degree.



Question 3 relates directly to the people with whom the participants would NOT use English borrowings with and the results can be seen in Figure 4. The results for the first year students show that 36% of them would not use English at work or in formal conversations, 30% to their families and 32% to adults whom they had just met or adult acquaintances. In the case of the fourth year students, they said they would not use the borrowings in the following situations: 42% at work or formal conversations, 22% to their families and 32% to adult acquaintances. The results show a greater awareness at the end of the degree of the importance of formality and register in formal situations. There is some discrepancy in the results in that Figure 3 shows that a low percentage of students use English borrowings with their family yet in Figure 4, the percentages shown for the use of English borrowings with their family are lower than either of the other two categories. This could be due to the fact that it is more important for the students not to use English borrowings with people other than members of their families.

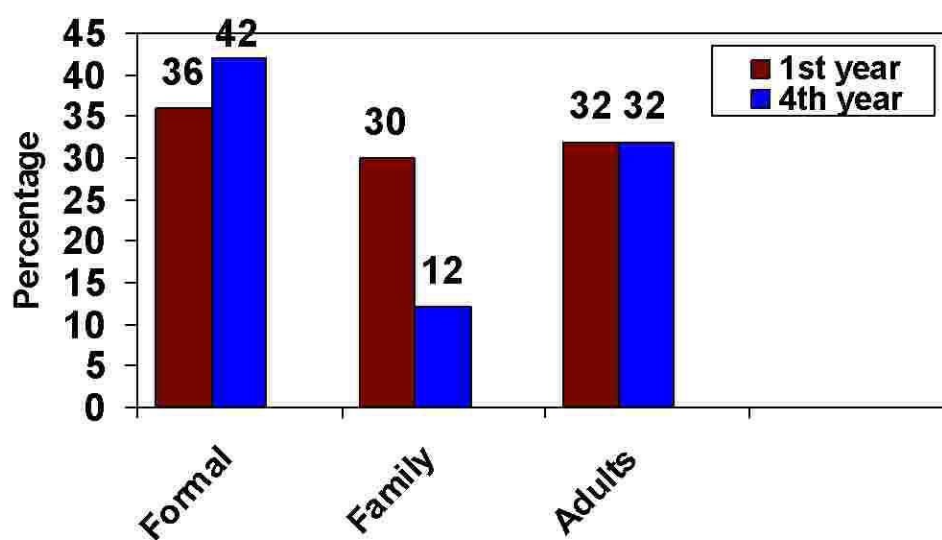


Figure 4: Who English is NOT used With

Question 3 gave interesting results as to why learners use borrowings instead of their Portuguese equivalents. Although a minority said they did not know why they used them a number of reasons were put forward by others, which included the fact that it was a habit, that they liked the sound of them, that they were more stylish, 'cool' and 'fashion.' Others

added that the use of these words was instinctive, contagious and described by one as an addiction and that it was possibly due to too much exposure to English through books, films, the media, the Internet and advertising. Other commentaries from fourth year students stated that they used them because they were language students. They added that in some situations Portuguese was not appropriate when speaking to friends and that they were able to attribute greater meaning in fewer words faster and more easily. In some cases, learners argued that there was no Portuguese equivalent or that Portuguese seemed to be the wrong register for the situation. Most students said that they used them because their friends used them with some adding that it belonged to and marked their generation and was a phenomenon linked to globalisation and that English had crept into the language and stayed. Others said that they used the words to joke with their parents or make fun of other youth groups. The reasons given by some students clearly show their attitudes towards the language as can be seen from this comment: ‘Just as the song by the [Portuguese] musical group Clan says “The English language always sounds good”’ or this one: ‘I don’t know if it’s a “trend” or if it’s here to stay. What I do know is that this phenomenon is ever more present in the Portuguese language’ (my translations).

Some of these ideas are consistent with findings by Pinto on learners in the third year of the same degree course in the academic year 2003/4 who referred to English as ‘an important tool in the construction of global communication’ (my translation) (Pinto 2005: 186) and describe it as ‘pleasant, appealing, pretty’ (my translation) (Pinto 2005: 187). In response to these comments Pinto goes on to say that ‘English is the language which least reflects the culture of a people to our students. It seems devoid of an identity of its own’ (my translation) (Pinto 2005: 187) making it a language that young people can enrich with their own culture and appropriate as their own.

### 3.3.3 Focus Group Results

The focus groups were an opportunity to develop some of the answers given in the questionnaires. The first year students stated that the extensive use of English in Portuguese discourse was due to the fact that there was so much exposure through films and music. Two of the students interviewed had lived in France and said that there were far fewer borrowings in French discourse because in France, television and films were dubbed instead of subtitled. Another argument was that the French 'were more arrogant than the Portuguese and had less openness to the English language therefore they did not substitute as many French words with English ones' (my translation). Another student added that they 'did not understand this obsession with English [and that] the Portuguese have low self-esteem' (my translation). However, a Portuguese student argued that the phenomenon of borrowing was not a sign of low self-esteem but 'an indication that [the Portuguese] are a versatile people' (my translation). To the focus group, the use of these borrowings was intrinsic and natural although they felt they were used more by people from built up urban areas than rural ones. To them, English was the language of communication and globalisation and they felt there had been a steady increase in the number of words used, in some cases words and expressions picked up in English classes. Some learners compared English to Latin in that the Romans used the latter to conquer the world adding that English was doing the same, with one student stating that some languages will be 'lost' in the process. In general they felt that English was directly linked to globalisation and to both American and British culture, though the latter to a lesser degree. In addition, their perception of the spread of English was seen as something positive but their perception of globalisation was seen as something very negative. Most learners felt that English was the language of adolescence and that the English words sounded better and were more attractive. When the learners were asked about how conscious they were about their use of English borrowings, they stated that they had a greater awareness due to the fact that they were language students. This however was contradicted by a learner who had done the first year of an engineering degree who said that his perception of English had not changed

since he changed his field of study because English was also an important language and communication tool in his first degree course.

The main situations in which the learners used English borrowings were with friends or to make fun of particular youth groups. They added that they chose not to use some words as they were associated with those groups and they did not want to be stereotyped, showing that there is an unconscious consciousness involved in the choice of which words to use. An example is hip-hop culture where according to the learners many more English borrowings are used than by the mainstream learners. They also added that they used a large number of expletives which is to be expected with youth culture. One such example was the use of expressions such as ‘*és mesmo uma bitch*’ (you’re a real bitch) as it was ‘a friendly way to insult someone’ (my translation) adding that expletives in English did not have the same negative impact that they did when used in Portuguese.

In relation to the learners’ future use of English borrowings, the learners had differing opinions. Two students added that they would use the words they currently used and more whilst another stated that they felt the majority of the words would fall into disuse as they grew older and had to use more formal language at work.

The interviews with the fourth year students gave similar results in terms of why English borrowings were used but added that English was a language that brought youth together. They liked the way the borrowings sounded and the fact that it helped them understand song lyrics. They felt that as language students they had a deeper understanding of the importance of English on a global scale and that students in other areas of study did not perceive English in the same way. They added that youngsters who did not study also used English borrowings but were even less aware of why they used them in their Portuguese discourse. The learners felt that their perceptions had not really changed from the beginning of their degree but that as language students they had developed a greater awareness of the importance of English. They said that there had been a slight increase in the number of English borrowings they used due to the fact that they come into contact with people from

all over Portugal and abroad. They added that the spread of English was due to the fact that innovations in medicine and technical terms in the areas of finance and marketing were in English which enabled the rapid spread of English.

In relation to when the learners used English, one student said that they would not use borrowings in a formal setting or with teachers and that they had learnt what discourse was and the importance of using the appropriate register in different contexts (my translation). They added that they would not use English in a job interview or with grandparents for example as they would not understand whereas with parents they would because if they did not understand at first they would then pick up the meaning later. Another learner stated that some students used the word 'ya' ('yah' or 'yeah') with teachers which they felt was inappropriate. They added that certain words were linked to specific youth cultures like the word 'crew' which was associated with hip-hop culture. Some words, however, seemed to be more general and were not attributed to a specific group, an example being the word 'look.' There was also the idea that people from different places used different borrowings one example being 'manaço' ('man') which they felt was used primarily in the north of Portugal. One learner questioned the origin of the words 'manaço' and 'man' saying that rather than having derived from the English word 'man' that it might have actually derived from the Portuguese word 'mano' to mean 'brother.' There was consensus in relation to the fact that some words were more gender specific than others with 'must' being a word which was used primarily by women. The learners also mentioned that they used words to make fun of particular youth cultures but that ultimately, English borrowings were important to express themselves in the way they wanted to. One French learner said that English borrowings were used extensively by youth in Portugal and that in France they were used less, with French alternatives being chosen whenever possible. The implication was that Portuguese students were influenced far more by the English speaking world than the French students. Another important difference is that foreign languages seem to be associated with different areas of life with some students ascribing to the idea that French was the language of *haute couture* and cosmetics but that English was the language of youth.

When asked about whether or not the learners would continue using English loanwords after they had finished their degree they said yes but to a lesser degree and that when they heard older people using them they it made them look foolish. They added that traditionally, there were two phases in language acquisition and use, a learning phase and another phase where the language was put into practice. However, in contemporary society, people went through a number of different phases and it was during the phase of youth that English played an important role. This, once again indicates that English is very much associated with the concept of youth and how it may help to shape young people's identity.

### **3.3.4 Conclusions**

This preliminary study left no doubt about the extensive use of English by these university students and the role the language played in their lives. Out of the twenty two words in the table over 50% of them were used consistently by the respondents and over 70% heard others use them, which may be an indication of the lack of awareness of the extent to which the learners use English. The results showed some gender differences with some of the words used primarily by males or females, although the most frequently used did not seem to be gender dependent. This could however, be due to the fact that the number of female respondents outnumbered the male participants.

The responses given by students show that there is an unconscious choice in relation to whether they use English borrowings or not according to the situation and the person to whom they are speaking and that they are aware of the importance of globalisation and communication in a global era where English is the medium through which that communication can be achieved. Its use is ubiquitous in the spoken discourse of youth culture in the sample under analysis and at least during the learners' years in higher education, the number of English borrowings not only increased but was also extended outside their circle of friends to parents and families.



The results clearly show that for the learners whose use of borrowings was analysed English plays an essential role in the way youth expresses itself. This sample of youth in Portugal feels that English belongs to them and they can use it and attribute their own meanings to the language, in other words, enrich it with their own culture. It could be perceived as being a way for these youngsters to forge their identity and leave their mark on society. Therefore, there was certainly the feeling at the end of this work that this was an area which was worth developing and extending to ascertain whether English is used to construct identity or not and to what extent its use makes them feel part of the global (youth) community.

## **4 The Main Study**

The study carried out in this dissertation was an extension of research carried out within a restricted number of students doing a degree in *Languages & Business Management* at Aveiro University, Portugal, which is described above. The idea was to extend the study to more than one university and a range of areas of study in order to determine whether there was consistency in the English words and expressions used by the students and if students continued to use them after finishing higher education. This data could then be used to determine which words were used by particular groups of students within certain geographical areas during the academic year 2006/7.

### **4.1 Study Objectives & Research Questions**

The main objective of this study was to determine which English borrowings were used in the Portuguese discourse of particular groups of university students. The aim was to come up with a list of English borrowings which were used exclusively, or almost exclusively, by Portuguese youth culture and highlight the similarities and differences in their use among students from different universities, areas and years of study. Following on from that, the intention was to ascertain whether the English language was a medium through which youth expressed itself and their attitudes towards that use.

A further objective of the project was to take a closer look at the English words used by a specific group of students to find out the most influential sources of the English words that they used and the reasons for their use in order to ascertain whether their use was linked to the construction of a youth identity. The final objective was to compare the use of English borrowings in Portuguese discourse by this group of university students to graduates from



the same area of study to see whether there was any continuity in their use or if they fell into disuse. These objectives were answered using the following research questions.

***Research Question 1: Which English borrowings are primarily used by students studying English (as a major or minor subject) and attending a variety of degree courses at the universities of Aveiro, Évora and Oporto?***

The answer to this question can be sub-divided into a number of more focused sub-questions in order to obtain a clearer picture of the difference in the use of English borrowings across different degree courses, different universities and different years of study. Relevant sub-questions which this study aims to answer include:

- Which English borrowings do university students use in their everyday lives?
- Which are the English borrowings used most frequently by university students?
- Is there a difference in the words used by students taking different degrees or at different universities?
- Who do the students use these borrowings with?
- In which situations do students use these borrowings?

***Research Question 2: Do students use English borrowings as a means of constructing a common social youth identity?***

Relevant sub-questions can be asked to ascertain whether, why and how students feel the need to construct a common social youth identity and include:

- Is it possible to identify the most influential sources of these borrowings?
- Why do students choose to use these words and not their Portuguese equivalents?

- What are the students' attitudes towards the use of English borrowings in Portuguese?
- Do students feel that there is a link between the use of English borrowings and the construction of youth culture?
- What are the students' attitudes in relation to the role of English today?

***Research Question 3: Are there similarities between English borrowings used by university students and graduates of the same area of study once the latter have moved into the workplace?***

To gain a deeper understanding of how and why the English borrowings are used the following sub-questions are relevant:

- Which English borrowings do university graduates use in their everyday lives?
- Which are the English borrowings used most frequently by university graduates?
- Are there any similarities between the English borrowings used by undergraduates to graduates of the same area of study?
- Who do the graduates use these borrowings with?
- In which situations do graduates use these borrowings?

The answers to these questions were obtained using the methodological approach laid down in the following section.

## **4.2 Methodological Approach**

The approach adopted in this study was a synchronic one, rather than a more historical or diachronic approach, in order to take a closer look at the language used by a particular

group of university undergraduates at a specific point in time. It was important to analyse the use of language in social contexts to ascertain whether there were patterns which were separate from areas such as grammar and social structure and if there were other frames of reference, such as age, which could have caused specific speech patterning, and if so why that patterning occurred. It was also important to take a step back from the language and look more closely at communication itself and to what extent it is possible that communities within communities have their own speech patterns and codes which bind them together as a group.

#### **4.2.1 Collation of Lexical Bank**

This project involved three main stages. The first stage involved *data collection* across a two week period from the various undergraduate communities studying at the universities of Aveiro, Évora and Oporto, with students from all years of study. Students from various degrees at Aveiro University were approached during one of their English classes and shown an example of the table with instructions on how to fill it in. The table was made available online for students to download, fill in electronically and send via e-mail to facilitate the collation of the data. Students and graduates were asked to keep a record of all the English borrowings they used over the course of two weeks, as well as when and where they used them and with whom. The objective was to provide a bank of material which would make it possible to create a bank of borrowings used by students taking different degrees at different universities and at various stages of their study in order to answer the first main research question. Hard copies were also made available for completion in class.

Contact was made with teachers at Porto and Évora Universities in order to ascertain whether there was interest on their part in collaborating with the study. This extension of the study to include other institutions of higher education and other study programmes meant that the study group was not only wide ranging in terms of field of study but also demographically. The use of Aveiro University's distance e-learning platform, Blackboard, was used to facilitate communication between the students and teachers at all the

institutions involved in the study. A notice was posted giving general information about the study. To facilitate the collation of words used, a table was created which the students would fill in and either send back via e-mail or post directly onto Blackboard. This comprised two pages, one giving detailed instructions for the completion of the table and the other the table itself (see Appendix 5). The decision was made to give the instructions in Portuguese in order to focus students' attention on the primary language being studied. The choice was to enable students to express themselves in their mother tongue in order to give answers which were as natural and complex and possible. The fear was that the usage of English would interfere in the students' use of English in their Portuguese discourse. By getting them to use their first language, it was possible to obtain rich, dynamic and authentic responses. The objective was to look at the use of English lexical items in Portuguese discourse and separate the students' use of English when they were speaking Portuguese from the English they use when they spoke to teachers, exchange students or anyone else they might use English with. By using Portuguese, it was hoped that whilst completing the chart students would be thinking in Portuguese rather than in English thereby reducing any L2 interference. The second reason was to minimise any ambiguity which could arise from instructions given in a foreign language as the assumption was a large difference in terms of English competence from student to student.

Finally, the information required to complete the chart was deliberately chosen to collate a wide range of extra information other than the borrowings used. Rather than simply asking students to come up with a list of words or expressions used, a table was given to them/posted on Blackboard for completion. The chart also included information to create a student profile of the participants. This information was important to ascertain whether there were differences between the English terms used from year to year or from degree course to degree course. In terms of the information required to complete the table itself, four columns needed to be filled in for each term/expression used: the term/expression itself, who said it, to whom and in which context.

Students were given instructions to keep a mental note of English words and expressions used and take a note of them in the table at the end of each day over a two week period. The choice of this time span was twofold; firstly to ensure that the words used by university students could encompass a large number of people and contexts and secondly to give students a window during which they should complete the table even if they did not complete it every day, yet still obtain a reasonably representative sample. Messages were sent to teachers and students at regular intervals to remind them to complete the table and in some cases, students were approached during class time in case they had forgotten. At the end of the two week period, which ranged from university to university but always during the month of April, 2007, the charts were collected either via e-mail, Blackboard or the collection of completed hard copies.

In order to facilitate the collation of data, a corpus of student language was produced and the *Simple Concordance Programme Version 4.0.8* was used to identify which lexical items were most used by university students. Corpora are ideal for the study of language as they ‘can be used by anyone who wants to study authentic examples of language use’ (Bowker 2002: 11). A more generic corpus would only give authentic examples of language use in general situations but the objective here was to study a Language for Special Purposes (LSP) or specialised corpus which ‘is one that focuses on a particular aspect of language’ (Bowker 2002: 12). Whilst corpora can generally be used to make observations about language in general, an LSP or specialised corpus will provide an insight into the use of language in very specific contexts or genres. The objective in this case was to identify the words and expressions used by university students and create a word bank of the ones which were most used. Once the collation of the word bank was complete, a focus questionnaire was given to participants from the most representative group for completion.

#### **4.2.2 Focus Questionnaire**

The second stage involved the completion of *focus questionnaires*, which gave an insight into the use of English borrowings in Portuguese discourse and the attitudes towards the use of those words. This second phase in the study entailed a focus questionnaire which rendered more specific information about the use of English borrowings and the sources of and motivation behind their use. The questionnaire was completed by students taking a degree in *Languages & Business Management* (LBM) as they were the most representative students the first phase of the study. Students from all years of study completed the questionnaire in class time under controlled conditions. The objective was to obtain data from the greatest number of students possible without consulting colleagues. The questionnaire can be seen in Appendix 17 and as well as tick boxes to complete, there were also questions with criteria to rank, which demanded reflection on the students' own attitudes. Finally, there were open-ended questions to give students the opportunity to give their own perspective on the issue.

#### **4.2.3 Comparative study**

The third and final stage involved the comparison of the results obtained from the collation of the lexical bank of the LBM group in the first phase of this study to graduates from the same area of study (see Appendix 6 for graduate table/questionnaire). This section attempted to answer the third main research question, which focused on the continuity or not of the use of English borrowings as undergraduates finish higher education and move into the workplace. As with the first stage, the graduates were contacted via e-mail, either by me or by the Alumni Association. Making contact with these graduates was an arduous task and the information pertaining to the use of English borrowings in the Portuguese discourse of graduates was dependent on their willingness to collaborate. Many students had changed their e-mail addresses or moved workplace and not kept in touch with ex-university colleagues. Their work schedules were also a factor which weighed heavily on

their commitment to the project, which significantly affected the number of respondents. Despite these constraints, a comparison of the words used by both groups was carried out to see whether there was any continuity in the words used by undergraduates as they moved into the workplace.

### **4.3 Underlying Assumptions**

A number of assumptions underpinned this study, which concerned the profile of the students and graduates and the earnestness with which they complied with the instructions given in relation to the gathering of information and the completion of the questionnaire. As regards the profile of the students from the first main study community, the first premise was that the vast majority of students were from Portugal. The make-up of university students in Portugal is generally quite homogeneous with the majority of students entering university right after finishing secondary school and the first assumption is that the students who participated in the study were from the area of Humanities, which means that they all had at least five years of formal English learning. Despite the increasing number of students on exchange programmes, the second premise was that students on exchange programmes were in a minority compared to Portuguese students who participated in the study. Data obtained from exchange programme students was collected and analysed separately for two reasons. Firstly, the data would not be representative of Portuguese students and was therefore analysed separately. Secondly, the data was not discarded as it was an opportunity to carry out a small comparative study between the words used by Portuguese students and those used by foreign students to ascertain whether there was any similarity in the words used by students on a more global scale.

The second premise assumed a relative similarity in relation to student background, in other words that they were of similar ages and foreign language learning experience. In terms of academic background, students were from different areas of study but they all had English language study in common, either as a main subject of study or as a complementary

discipline. It would be naïve to assume that all young people use language in the same way, whether they were students or already part of the workforce. Some of the students were working students and their subsequent use of English was different to that of mainstream university students. However, working students made up a relatively small percentage of the total student population and their poor class attendance meant that their participation did not affect the overall results of the study. Wherever possible, reference to working students was made to ascertain similarities or differences between them and the mainstream full time student population.

The third assumption made in this study was related to the different areas of study of the students. The majority of students participating in this study were from the *Languages & Cultures Department* of Aveiro University and, despite studying in specific areas, had English as a strong component of their degree. This study also included participation from students who were in totally different areas of study. The premise was that there would be some differences in relation to the English terms and expressions used but the data would also serve to highlight them.

The final premise which underpinned this study related to the instructions given to students as regards the gathering of information and the completion of the questionnaires and how closely those instructions were followed. The students were given very precise instructions in relation to how they should fill in the table and the premise was that students took them seriously and filled in the information on the documents truthfully, so as to reflect their thoughts and opinions realistically. One concern was that some students would not keep an ongoing record of the English words and expressions they used and that the results would not reflect the full range of expressions used. However, it was more likely that the majority of the words students remembered were those which they used most, which would meet the requirements necessary to achieve the objectives of this study.



## 4.4 Results

There were two main study communities in this study, the first being university students and the second graduates of one of the study areas of one of the universities. The first group comprised university students taking degrees in areas of which English, to a greater or lesser degree, was a component. To obtain a clearer picture of the use of English vocabulary in the Portuguese discourse of these university students this major group was subdivided, firstly into students who were studying at different universities across the country. Secondly, they were then divided into different degree courses and finally into different years of study, from first to fourth year inclusive. This way, data from a wide selection of students was obtained to build a representative representation of the students participating in this project. The following sections provide the breakdown of the universities that the participants were studying at and the various degree courses they were taking at the time.

### 4.4.1 Universities Involved in the Study

This study involved students from three different universities in Portugal, Aveiro, Évora and Porto universities. The three universities chosen to be a target for this study are in different regions of Portugal and were chosen due to this factor as well as the fact that there were previous contacts with English teaching staff at these universities, which facilitated access to students to complete the table and questionnaire. The first university was Aveiro University, located in the centre of Portugal and in the region of the *Beira Litoral*. Aveiro is a small industrial city situated along the Portuguese coastline, about 250 kilometres north of the capital, Lisbon, with a population of 73,000. Aveiro University was founded in 1973 and has a total of about 13,000 students, 5,500 of whom are undergraduates. Évora is another small city in the south of Portugal, located about 200 kilometres from Lisbon, but

further inland, with a population of about 55,000. It is situated in the region of the *Alentejo* in the south of Portugal. Évora University is the second oldest in Portugal and dates back to 1559. It has a total of about 7,000 students, with more or less 4,000 undergraduates. Finally, Porto is the second largest city in Portugal, with a population of 227,000. It is situated along the coastline in the north of the country in the region of *Douro Litoral*, about 300 kilometres north of Lisbon. It is divided into faculties and has the largest student number of any state university, at 28,000. The Faculty of Letters has a total of about 6,000 students, just over 3,000 of whom are undergraduates.

This project aimed to analyse English used by different study communities and fill the criteria laid down for speech communities by Saville-Troike (Saville-Troike 1993: 18). Saville-Troike has stated that not all people who speak the same language can be considered part of the same speech community and that group membership is ‘based on history, politics, and group identification, rather than on purely linguistic factors’ (Saville-Troike 1993: 17). This means that youth can make up its own speech community and despite the fact there ‘is no expectation that a community will be linguistically homogeneous ... as a collectivity it will include a range of language varieties (and even different languages) that will pattern in relation to the salient social and cultural dimensions of communication’ (Saville-Troike 1993: 18). The study communities in this project could be referred to as ‘soft-shelled’ (Saville-Troike 1993: 19) in that the boundary between their native language and the outside is softer when compared to the so-called ‘hard-shelled’ communities which allow minimal interaction between them and the rest of the world and hence maintaining their language and culture. The study communities under analysis here were chosen because of the increased use of English within their native discourse and are therefore assumed to be more open to the outside world, where language plays a role in separating speech communities and constructing an identity for its members.

#### 4.4.2 Degree Courses Studied by Students

The study areas of the undergraduates who participated in this project were wide ranging and included degrees which have English as one of the main subjects of study and therefore an integral part of the course from beginning to end, to those which have English as a complementary subject for one or two semesters of their degree. Starting with the students from Aveiro University, a total of nine degree courses were represented, four of which had English as a main subject throughout. These were all undergraduate degree courses and included the following: *Languages & Business Management*, *Languages & Editorial Skills*, *Languages, Literature & Culture* and *Translation*. In the first three courses, English was an obligatory area of study throughout all six semesters of the first cycle degree. The remaining five degrees had English either as an option or for one or two semesters and included areas of study as diverse as *Justice Official*, *Chemistry & Food Science*, *Biology*, *Chemical Engineering* and *Business Management & Economics*.

The second phase of this study focused on one particular group of students in higher education in order to give an insight into the use of English borrowings by a defined group of undergraduates. This group was made up of students from the first to fourth year of their university LBM degree. The reason for choosing this particular group of students was because they were the most representative sample in the first phase of this study, which involved the creation of the word bank. As the LBM undergraduates were the most representative and access to graduates of that same degree was possible, these were ideal candidates with which to carry out further research. The LBM degree at Aveiro University is a relatively new degree which has been in increasing demand due to its ability to combine a variety of languages and business related subjects. The first group of graduates left tertiary education in July, 2004 with many students finding work within their area of study. The students followed a four year degree which had a strong element of interdisciplinarity with subjects ranging from conventional languages such as English, French and German, to more exotic ones such as Chinese and Arabic, and to business related subjects such as ICT, Marketing and Management. Access to students at the

beginning and end of their degree and to adults who finished the degree and entered the job market two years ago gave information regarding the borrowings which were used, for what reason(s), and to what extent those borrowings changed when they joined the professional world.

In relation to the number of students who participated in the study from Évora University, there were students from four different areas of study. As with the students from Aveiro University, there was a mix of degree courses with data from students studying in one of four degree courses; *Business Management*, *Physical Education & Sport*, *Languages & Literature (Portuguese/English)* and *Applied Foreign Languages*. In relation to these four degrees, English was an integral part of those in Languages & Literature, Applied Foreign Languages and Business Management. As regards the degree in Physical Education & Sport, English is a complementary subject to the degree.

Finally, in relation to the students at Oporto University, the data obtained was done so from only one degree course, that of *Modern Languages & Literature (Portuguese/English)*. As with the language degrees in the other two universities, English was a major component of the students' study programme and studied throughout their undergraduate studies. The fact that English is the language from which these university students borrowed terms and expressions and is also a subject of study is interesting in that students will have had more or less exposure to English through formal means of study as well as from other sources and may be one of explanations for the use of English borrowings in their Portuguese discourse.

#### **4.4.3 Graduate Group**

The second main study group comprised a group of graduates of one of the degrees from the first study group. The graduates had obtained their LBM degree between two and four years prior to this study and the reasons for the choice of that particular group of graduates

were twofold. As the undergraduates in LBM were the most representative group of those who participated in the study and access to the graduates of that degree was relatively easy due to the fact that many were, at the time this study was underway, working at the company in the business community where they had done their internship, LBM graduates and undergraduates seemed to be the best option for an in-depth analysis of English language use. The inclusion of this group within the scope of this study was important because it gave an insight into whether there was any progression in the use of English borrowings from higher education to the workplace.

#### 4.4.4 Collation of Lexical Bank

A total of 213 tables were completed from students from a number of different degree courses and at the three universities in this study, the breakdown of which can be seen in Table 2 below.

<i>Institution</i>	<i>N° Of Tables Completed:</i>
Aveiro University	164
Évora University	29
Porto University	3
Erasmus Students	9
<b><i>Undergraduate Total</i></b>	<b>205</b>
LBM Graduates	8
<b><i>Total Respondents</i></b>	<b>213</b>

**Table 2: Breakdown of Table/Questionnaire Respondents**

The full set of collated data can be seen in Appendix 7, available on the accompanying CD, but the breakdown of degree courses studied by the respondents at the different universities can be seen in Table 3.

<i>University</i>	<i>Degree Course</i>	<i>N° of students</i>
Aveiro	Languages & Business Management	62
Aveiro	Translation	39
Aveiro	Languages & Editorial Skills	19
Aveiro	Languages, Literature & Culture	18
Aveiro	Justice Officials	17
Aveiro	Chemistry & Food Science	3
Aveiro	Biology	2
Aveiro	Chemical Engineering	1
Aveiro	Business Management & Economics	1
Aveiro	Not specified	2
	<b><i>AVEIRO TOTAL</i></b>	<b><i>164</i></b>
Évora	Business Management	12
Évora	Physical Education & Sport	9
Évora	Languages & Literature (Portuguese/English)	4
Évora	Applied Foreign Languages	4
	<b><i>ÉVORA TOTAL</i></b>	<b><i>29</i></b>
Porto	Modern Languages & Literature (Portuguese/English)	3
	<b><i>PORTO TOTAL</i></b>	<b><i>3</i></b>

**Table 3: Breakdown of Degrees of Respondents**

These figures are not significant unless it is possible to ascertain the percentage of tables which were completed in relation to the total number of students in the class. Table 4 shows the *numerus clausus* of the different degrees to get an idea of how representative these numbers really were. In some cases, tables/questionnaires were omitted due to the fact that the students did not complete the table adequately.

It was possible to see from these results that making the assumption that the full *numerus clausus* were filled, the degrees with the greatest representativity were the *LBM*, *Languages & Editorial Skills*, *Translation* and *Justice Official* degrees from Aveiro University. However, taking into account the fact that it was only the *LBM* group that had responses from all years of study and a representativity of 34%, it was clear that they were the group which would be under analysis in Phase 2 of this study. In relation to the data collated from the other degree courses, the response percentages were not as high as initially desired, but were useful to give an indication of the English borrowings used and for comparative purposes among degrees and universities.

<i>University</i>	<i>Degree Course</i>	<i>Numerus Clausus</i>	<i>Nº Students</i>	<i>%</i>
Aveiro	Languages & Business Management (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> + 4 <sup>th</sup> )	45	62	34%
Aveiro	Translation (1 <sup>st</sup> + 3 <sup>rd</sup> )	35	39	56%
Aveiro	Languages & Editorial Skills (1 <sup>st</sup> + 2 <sup>nd</sup> )	25	19	38%
Aveiro	Languages, Literature & Culture – Portuguese/English & English/German (1 <sup>st</sup> , 2 <sup>nd</sup> + 4 <sup>th</sup> )	22	18	27%
Aveiro	Justice Officials (1 <sup>st</sup> )	35	17	49%
Aveiro	Biochemistry & Food Science (4 <sup>th</sup> )	20	3	15%
Aveiro	Biology (4 <sup>th</sup> + 5 <sup>th</sup> )	66	2	2%
Aveiro	Chemical Engineering (4 <sup>th</sup> )	40	1	3%
Aveiro	Business Management & Economics	40	1	3%
Aveiro	Not specified	n/a	2	n/a
<b>AVEIRO TOTAL</b>			<b>164</b>	
Évora	Business Management (1 <sup>st</sup> , 2 <sup>nd</sup> + 3 <sup>rd</sup> )	48	12	8%
Évora	Physical Education & Sport (1 <sup>st</sup> + 5 <sup>th</sup> )	30	9	8%
Évora	Languages & Literature –Portuguese/English (3 <sup>rd</sup> )	20	4	20%
Évora	Applied Foreign Languages (1 <sup>st</sup> )	20	4	20%
<b>ÉVORA TOTAL</b>			<b>29</b>	
Porto	Modern Languages & Literature – Portuguese/English (4 <sup>th</sup> )	20	3	2%
<b>PORTO TOTAL</b>			<b>3</b>	

**Table 4: Numerus Clausus & Representativity of Degrees**

For the purpose of the collation of English terms used in the discourse of university students in Portugal, the decision was made to analyse the tables completed by the Erasmus students separately from the undergraduate students for future comparison with the other data collated. This data can be seen in Table 5 and was used to ascertain to what extent there were any similarities between the words used by Portuguese and Erasmus students. It is clear from Table 5 that due to the fact that in most cases, data came from only one student, it is in no way representative of that degree, university or country. However, it was extra and unexpected data which I felt provided enough information for possible future avenues of research.

The final set of responses came from the graduates of the LBM graduate group, from whom very few responses were obtained, as can be seen in Table 6. Despite continual requests and

reminders for students to complete the table and pass it onto ex-colleagues from the degree course, very few actually completed it.

<i>Country</i>	<i>Degree Course</i>	<i>N° of students</i>
Poland	English Philology (5 <sup>th</sup> )	2
Poland	Business Management & Economics (4 <sup>th</sup> )	1
Poland	Electronics & Telecommunication	1
Spain	Business Administration & Management (5 <sup>th</sup> )	1
Spain	Economics (5 <sup>th</sup> )	1
Spain	Civil Engineering (5 <sup>th</sup> )	1
Spain	Biology	1
Not specified	Education (German/English/French)	1
<b><i>TOTAL ERASMUS STUDENTS</i></b>		<b><i>9</i></b>

**Table 5: Number of Erasmus Student Responses**

If we take into account the fact that there have been three years of graduates leaving university (July, 2005, 2006 + 2007), the total number of graduates was in the region of 140 and 8 responses account for only 6% of the total number. This is far less than what was expected and to a great extent limits the representativity of the data. Once again however, the data was analysed and conclusions were drawn, even within the limitation of the lack of response.

<i>University</i>	<i>Degree Course</i>	<i>N° of students</i>
Aveiro	Languages & Business Management Graduates	8
<b><i>TOTAL Languages &amp; Business Management Graduates</i></b>		<b><i>8</i></b>

**Table 6: Number of LBM Graduate Responses**

The next step after ascertaining how many responses were obtained and from which degree courses, was to analyse the list of the English words and expressions put forward by students and use the SCP to draw up a list of the top words used and how many mentions there were of each term. In addition to this, the number of mentions by male and female students was also recorded to see if there were any gender differences in the use of those borrowings.



The first group of tables analysed were those completed by all students from Aveiro University from all degree courses. Full results of borrowings used can be consulted in Appendix 8, along with the SCP results for Aveiro University in Appendix 9. The total number of tables completed was 164 with a total of 2121 individual mentions of single words or expressions. These tables account for 77% of the total number completed and a significant proportion of the total data collated to draw up the word bank of English borrowings. Out of the 164 tables completed, 128 were female (78%) and 36 were male (22%). The top twenty two words are shown in Table 7. As can be seen from Table 7, the top twenty two words account for 763 hits and 36% of all the English words and terms mentioned.

Table 7 shows that only 20% of words put forward were from male and 80% from female students, closely matching the 22% male and 78% female proportionality of respondents.

<i>Word or Expression</i>	<i>Total Mentions</i>	<i>Male Students</i>	<i>Female Students</i>
1. OK / Okay	84	15 (18%)	69 (82%)
2. Hi / Hello (sweetie / my friend)	63	6 (10%)	57 (90%)
3. Cool (baby)	63	12 (19%)	51 (81%)
4. Ya(h) / Yeah (right!) / Yes (babe) / Yep / Yup / Yo!	59	13 (22%)	46 (78%)
5. Night	52	10 (19%)	42 (81%)
6. (Very) nice	44	13 (30%)	31 (70%)
7. E-mail / Mail	58	10 (17%)	48 (83%)
8. Fashion	39	7 (18%)	32 (82%)
9. Pen (drive / disk / USB)	30	7 (23%)	23 (77%)
10. T-shirt	28	<b>10 (36%)</b>	<b>18 (64%)</b>
11. PC	23	7 (30%)	16 (70%)
12. CD (s / Rom)	23	5 (22%)	18 (78%)
13. Fuck (off / you)	22	<b>7 (32%)</b>	<b>15 (68%)</b>
14. Bye (bye) / Goodbye	22	<b>1 (5%)</b>	<b>21 (95%)</b>
15. People	21	<b>0 (0%)</b>	<b>21 (100%)</b>
16. Shops / Shopping	20	5 (25%)	15 (75%)
17. Download(s)	20	6 (30%)	14 (70%)
18. No (kidding / problem / fucking way / shit / yes) / nope	19	3 (16%)	16 (84%)
19. Love (each other)	19	2 (11%)	17 (89%)
20. Internet	18	4 (22%)	14 (78%)
21. Site	18	3 (17%)	15 (83%)
21. What (a stallion / do you want? / the fuck / the hell / 's up / ?)	18	<b>7 (39%)</b>	<b>11 (61%)</b>
22. Whatever	18	4 (22%)	14 (78%)
<b>TOTAL:</b>	<b>781</b>	<b>157 (20%)</b>	<b>624 (80%)</b>

**Table 7: Top Words used by Students at Aveiro University**

To ascertain whether there were any differences between the words used by males or females, a deviation of 10% was allowed above or below the average percentage to see whether there were any significant differences in the words used. Of the twenty two words in Table 7, five deviated more than 10% from the proportion of males to females, with the words *T-shirt*, *Fuck...* and *What...* being used more by males, with 36%, 32% and 39% of the total number of times the words mentioned respectively. The females, on the other hand, used the terms *Bye (bye)* and *People* almost exclusively, with 95% and 100% respectively. The other 17 words or terms were proportionally within the set deviation of 10%. These results indicate that there does not seem to be a strong relationship between the use of English borrowings and gender within this study group.

From the 164 students who completed the table, a total of ten degree courses were represented. Figure 5 shows the breakdown of degree courses and their proportionality in relation to total responses. The graph indicates that the LBM group, making up 38% of the total, were the ideal group for further analysis in this study due to its high degree of representativity.

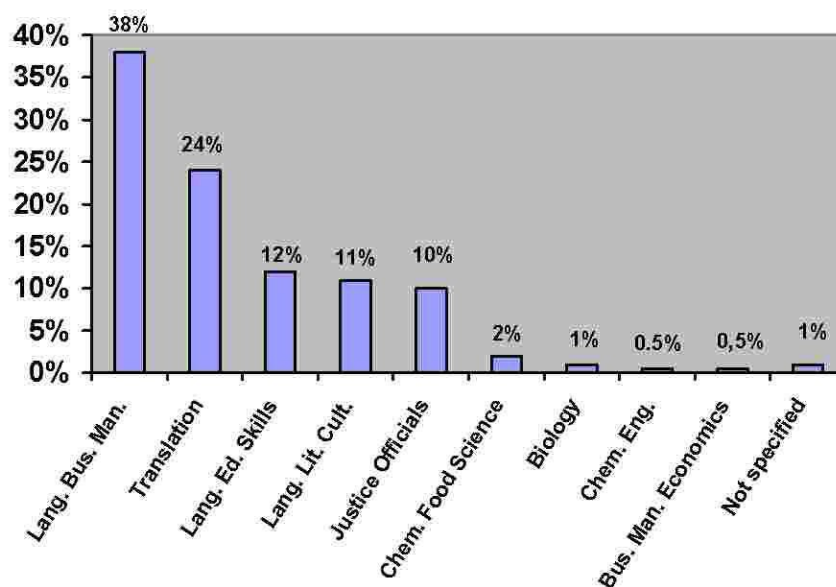


Figure 5: Representation of Aveiro University Degrees

The next step was to then look at the responses given by the LBM group more carefully and compare them with the overall usage shown in Table 7. Full results can be seen in Appendix 10 as well as the SCP results for the LBM group in Appendix 11. The top nineteen words can be seen in Table 8, along with the number of mentions by male and female students. In total, 66 LBM students completed the table, 11 of whom were male and 55 female, making up 17% and 83% of the total number of respondents respectively. If we look at the contributions from the male and female students in the top list of words in Table 8, it is possible to see that with a male average of 13% and female one of 87%, the proportionality of words and terms fall within similar percentages for the gender distribution within the degree course.

<i>Word or Expression</i>	<i>Total Mentions</i>	<i>Male Students</i>	<i>Female Students</i>
1. OK / Okay	35	5 (14%)	30 (86%)
2. E-mail / Mail	20	5 (25%)	15 (75%)
3. Cool	19	3 (16%)	16 (84%)
4. Hi / Hello (sweety)	17	0 (0%)	17 (100%)
5. Fashion	16	4 (25%)	12 (75%)
6. Night	16	2 (13%)	14 (87%)
7. Bye (bye) / Goodbye	13	1 (8%)	12 (92%)
8. Nice	13	3 (23%)	10 (77%)
9. Pen (USB)	12	0 (0%)	12 (100%)
10. Copy/Paste	11	3 (27%)	8 (73%)
11. Whatever	11	0 (0%)	11 (100%)
13. Yes / Yeah	10	1 (10%)	9 (90%)
14. Blackboard	8	2 (25%)	6 (75%)
15. CD (s / rom)	8	1 (13%)	7 (87%)
16. Marketing	8	0 (0%)	8 (100%)
17. No (problem / shit / way)	8	0 (0%)	8 (100%)
18. People	8	0 (0%)	8 (100%)
19. T-shirt	8	1 (13%)	7 (87%)
<b>TOTAL:</b>	<b>233</b>	<b>31 (13%)</b>	<b>202 (87%)</b>

**Table 8: Top Words used by LBM students**

As with the results obtained from all the respondents of Aveiro University, Table 8 did not show any significant relationship between the use of English borrowings and gender and many of the words used by LBM students shown in Table 8 coincide with the ones of the whole Aveiro University population in Table 7. It is true that the LBM tables account for 30% of the total data collated but there are still significant similarities, with *OK*, *Cool* and

*Hi/Hello* being in the top five of both lists. The remaining data collected from the other degree courses at Aveiro University was not analysed separately but can be consulted in full in Appendix 12 with full SCP results in Appendix 13.

In relation to Évora University, students from the following degrees completed the table/questionnaire: *Business Management, Physical Education & Sport, Languages & Literature (Portuguese/English)* and *Applied Foreign Languages*. A total of twenty nine students completed a table with a total of 231 different words or terms put forward by students. The top ten words can be seen in Figure 9 below.

<b><i>Word or Expression</i></b>	<b><i>Total Mentions</i></b>	<b><i>Male Students</i></b>	<b><i>Female Students</i></b>
1. Marketing	10	3 (30%)	7 (70%)
2. Yes / Ya	9	5 (56%)	4 (44%)
3. Cool	8	6 (75%)	2 (25%)
4. I ('m shocked/don't/feel good/like/love/am fine/need)	8	3 (38%)	5 (62%)
5. OK	7	6 (9%)	1 (91%)
6. Brother	5	5 (100%)	0 (0%)
7. Download	5	2 (40%)	3 (60%)
8. Man	5	5 (100%)	0 (0%)
9. My (baby/care/last/love/man)	5	1 (20%)	4 (80%)
10. Nice	5	1 (20%)	4 (80%)
<b><i>TOTAL</i></b>	<b><i>67</i></b>	<b><i>37 (55%)</i></b>	<b><i>30 (45%)</i></b>

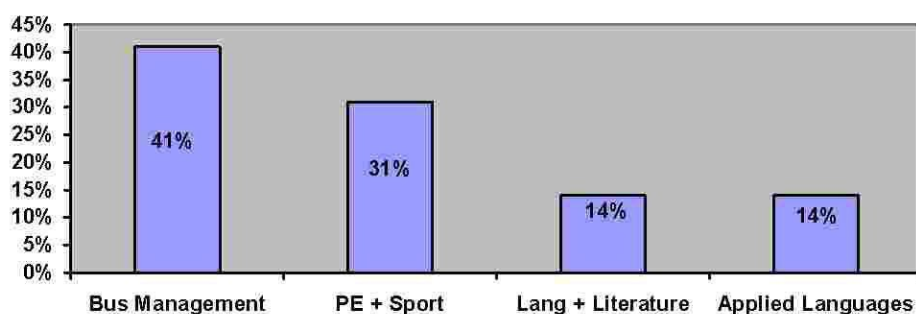
**Table 9: Top Ten Words used by Évora Students**

The results shown in this table account for 29% of the overall words and terms put forward by the students. Out of a total of 29 students, 14 were female (48%) and 15 were male (52%), which shows a fairly even distribution of both sexes. If we look at the number of words put forward by males and females, the percentages generally corroborate that statistic. However, the usage of terms varies greatly from word to word, with words such as *Man* and *Brother* being used exclusively by males and the word *OK* being used almost exclusively by females. Despite the fact that gender differences in the use of English borrowings are not apparent in all study communities, males and females generally use

different language patterns to communicate. According to Maltz and Borker 'Study after study has shown that when men and women attempt to interact as equals in friendly cross-sex conversations they do not play the same role in interaction, even when there is no apparent element of flirting' (Maltz 1982: 196 - 197). The assumption then is that if the language used is different, then by implication the lexis that they use may be different too. They add that 'even within the apparently uniform domain of friendly interaction ...there are systematic differences between men and women in the way friendship is defined and thus in the conversational strategies that result' (Maltz 1982: 215) because when they communicate they are in some way projecting an image of themselves and hence of their own personal and group identities.

Another interesting finding which Table 9 shows is that as with Tables 7 and 8, the words *OK* and *Cool* are in the top five words used by the students at Évora University who completed the table. It was also possible to see which area of study the respondents were in and in relation to the top word used, *Marketing*, all of the students were *Business Management* students, which may indicate that the use of that word is directly related to the area of study. The word *Download* is another which is exclusively used by *Business Management* students, who in total make up 41% of all tables completed. The words *Cool*, *Brother*, *OK* and *Man* are all words which are either generally or exclusively used by males, but are also used exclusively by students from the *Physical Education & Sport* degree. Other words, such as *Yes* and *Nice* are used by students from various areas of study, which may point towards words which are used more generally, independent of area of study.

The breakdown of student areas of study are shown in Figure 6 where it is possible to see that 41% of the students are from the area of *Business Management*, 31% from *Physical Education & Sport* and only 14% respectively from the areas of *Languages & Literature* and *Applied Languages*. This may explain why the word *Marketing* is number one on the list of English words used by students.



**Figure 6: Degrees of Évora University Respondents**

Turning now to students at Porto University, only three students actually completed the table, making the sample too small to be representative in any way. However, from the tables sent in, the results obtained were as follows: all three students were female taking a degree in *Modern Languages & Literature – Portuguese/English*. Due to the limited number of responses, it was only possible to collate the top five words. Out of a total of 39 words or expressions put forward by these students, only five were mentioned more than once and can be seen in Table 10 below. These twelve words represent 31% of the total number of words given and *OK* is, once again, in the top five words. Also in the list are the words *No* and *Whatever*, both of which are part of the top words used by Aveiro University students.

<i>Word or Expression</i>	<i>Total Mentions</i>
1. OK	4
2. e-learning	2
3. No (problem)	2
4. Stop	2
5. Whatever	2
<b>Total</b>	<b>12</b>

**Table 10: Top Words used by Porto Students**

In relation to the graduates of Aveiro University's LBM degree, as with the students from Porto University, the number of respondents was limited, due to the difficulty in contacting them and their professional and personal commitments. However, from the eight graduates



who completed the table, there were 127 words or terms collated, making an average of 16 words per student. Unfortunately, all the tables returned were from female students, which means that it was impossible to draw any conclusions in relation to gender differences. The top eleven words or expressions put forward by the graduates can be seen in Table 11.

<i>Word or Expression</i>	<i>Total Hits</i>
1. Hello	5
2. OK	5
3. Bye	4
4. Love (you)	4
5. No (idea/problem)	4
6. Thank you/Thanks	4
7. Yes	4
8. Miss (you)	3
9. Of course	3
10. Please	3
11. Site	3
<b>Total</b>	<b>42</b>

**Table 11: Top Words used by LBM Graduates**

As regards the exchange students, their contributions did not have a direct bearing in the scope of this project as their mother tongue is not Portuguese. However, considering nine students completed the table of English expressions there was the possibility of analysing whether university students from different countries used similar words in their own native language as Portuguese students did in theirs. From the nine students who filled the table in, five were from Poland, three from Spain and the remaining student did not specify which country they came from.

The students from Poland were students from the areas of *Electronics and Telecommunications*, *Business Management and Economics* and *English Philology*. With the exception of two students from the area of *English Philology*, all the others are related either to Business or Technology and the top thirteen words used by Polish students can be seen in Table 12.

<i>Word or Expression</i>	<i>Total Hits</i>	<i>Male Students</i>	<i>Female Students</i>
1. Business (man/men/woman/women)	9	1 (11%)	8 (89%)
2. OK	5	1 (20%)	4 (80%)
3. Weekend	5	1 (20%)	4 (80%)
4. Fuck	3	1 (33%)	2 (67%)
5. Cool	3	0 (0%)	3 (100%)
6. Sorry	3	0 (0%)	3 (100%)
7. Trendy	3	0 (0%)	3 (100%)
8. Call	2	1 (50%)	1 (50%)
9. Computer	2	0 (0%)	2 (100%)
10. Fashion(able)	2	0 (0%)	2 (100%)
11. Football	2	2 (100)	0 (0%)
12. Look	2	1 (50%)	1 (50%)
13. Marketing	2	0 (0%)	2 (100%)
<b>Total</b>	<b>43</b>	<b>8 (18%)</b>	<b>35 (82%)</b>

**Table 12: Top Words used by Polish Exchange Students**

Out of the five exchange students who completed the table, seven were female (78%) and two were male (22%) closely matching the number of words provided by the students. In relation to the words the students used, there were some words which appeared consistently in the lists drawn up from the data collated from Portuguese university students. There was the presence of business related words such as *Business* and its derivatives, for example *Businessman/men/woman/women*, *Computer* and *Marketing*, as well as words such as *OK* and *Cool*. Another point to note here is that the exchange students also used expletives and seemed to be more prepared to add them to the list than the Portuguese students.

As regards the exchange students from Spain, it was only possible to come up with a list of top five words due to the fact that all the other words were only mentioned once. The list can be seen in Table 13 along with the total number of male and female students who provided the various words or expressions. In relation to areas of study, their degrees were in *Business Management and Administration*, *Economics* and *Civil Engineering*, and as with the majority of Polish students, in the areas of either Business or Technology.

The top 5 words make up 25% of the total number of responses and considering that of the three students who supplied data, 2 were female (67%) and 1 was male (33%), once again, there is consistency between the proportion of students and the responses in the words



which are most used. As with previous lists, the word *OK* is present as one of the English words or expressions which are most used in students' native discourse. Two of the top five words are *House* and *Prison Break*, both of which are directly associated with television series. Other words linked to entertainment which are on the overall list include *Music*, *D.J.*, *DVD* and *Rock 'n' Roll*.

<i>Word or Expression</i>	<i>Total Hits</i>	<i>Male Students</i>	<i>Female Students</i>
1. Feeling	3	1 (33%)	2 (67%)
2. OK	3	1 (33%)	2 (67%)
3. Windows	3	1 (33%)	2 (67%)
4. House	2	1 (50%)	1 (50%)
5. Prison Break	2	1 (50%)	1 (50%)
<b>Total</b>	<b>13</b>	<b>5 (28%)</b>	<b>8 (62%)</b>

**Table 13: Top Words Used by Spanish Exchange Students**

More field specific vocabulary is present, for example from the area of ICT, and included such words as *Program*, *Pen-drive*, *Password*, *Messenger*, *Hardware*, *Excel* and *E-mail*. What is interesting is that these words come directly from sources which are perceived to be related to youth such as ICT, music, cinema and TV. In the list of words used by Spanish university students there are also the words *Cool*, *Hello*, *Fashion* and *Marketing*, all of which appear consistently in other lists, indicating that there are similarities in the words used by university students in different parts of Europe.

Table 14 shows the top five words collated from all the different groups under study here and show the persistence of the use of the same terms throughout universities, degree courses and graduate students. It clearly shows that the word *OK* was present in the top five list of every group under study. The word *Cool* was present in all lists except the graduate group, the words *Hi/Hello* were mentioned three times, and *Yes* (in all its variations) twice. Despite the lack of response from some of the study communities, Table 14 indicates that there are some words which are used on a national, or even global if the Erasmus results are

anything to go by (see Tables 12 and 13), level rather a local one with systematic use of the same ones regardless of country, university or degree.

Nº	Aveiro	LBM	Évora	Porto	Erasmus	Graduates
1	<b>OK</b>	<b>OK</b>	Marketing	<b>OK</b>	Business	<b>Hello</b>
2	<b>Hi / Hello / Yo</b>	E-mail / Mail	<b>Yes</b>	e-learning	<b>OK</b>	<b>OK</b>
3	<b>Cool</b>	<b>Cool</b>	<b>Cool</b>	<b>No</b>	Weekend	Bye
4	<b>Yeah / Ya(h) / Yes / Ye/up</b>	<b>Hi / Hello</b>	I	Stop	Fuck	Love
5	Night	Fashion	<b>OK</b>	Whatever	<b>Cool</b>	<b>No</b>

**Table 14: Top Five Words - All Groups**

These results show that the word *OK* appears on all lists, mostly in first or second place, and *Cool* four times. *Hello* and all its variants appear in the top five of three lists and *Yes* and *No* are present on two. What is interesting to see is that all seventeen of these words, making up 57% of the total number of words are either not really content words as such but more fillers, greetings or function words. These results were quite unexpected for two reasons. Firstly, the majority of words used seem to content free, whose purpose seem to be to pad out the rest of the discourse, rather than words which carried semantic meaning. Secondly, the words do not seem to be youth specific in that they are words which mainstream Portuguese society uses as well. The remaining thirteen words can be seen in Table 15 and are divided up into categories.

As can be seen in Table 15, content words make up 23% of the top five words in all areas. In order to see how many different words were obtained from undergraduates, so that a lexical bank of English words and terms used by university students could be drawn up, all the words used by undergraduate students can be seen in Appendix 14. These were then put through a SCP, the results of which can be seen in Appendix 15. Finally, from the 2,505 mentions put forward by all undergraduate students, a total of 845 words and expressions were isolated and divided into categories.

<i>Content Words</i>	<i>Fillers</i>	<i>Expletives</i>	<i>Greetings</i>	<i>Grammar Words</i>	<i>Verbs</i>
e-mail	love	fuck	bye	I	stop
night	whatever				
fashion					
e-learning					
business					
marketing					

**Table 15: Categories for Remaining Top Five Words**

Non-content grammar words such as pronouns, prepositions and connectors were left out because the vast majority of them were used in expressions and already included in the list. Full results of words in each category can be seen in Appendix 16 but the overall results of this division can be seen in Table 16 below with a total of 845 different words or expressions written down by undergraduate students.

<i>Nouns</i>	<i>Greetings &amp; Fillers</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Expletives</i>	<i>?</i>	<i>Extra</i>	<i>TOTAL</i>
509	159	77	65	19	13	3	<b>845</b>
60%	19%	9%	8%	2%	1.5%	0.5%	<b>100%</b>

**Table 16: Categorisation of Words used by Undergraduates**

The results clearly indicate that despite the top five words for the different groups of students being mainly greetings or discourse fillers, 509 words or expressions were nouns making up 60% of the overall number. These words were not sub-categorised but apart from the expected ICT related terms, areas from which English borrowings were used are multiple, indicating that English is used in a wide range of situations to render language in a multiplicity of settings. As can be seen in Appendix 16, many of the verbs used are, as one would expect, Internet terms, some of which have been coined from the English straight to the Portuguese with very little orthographic changes. Examples of these include the words *Printar* (from *print*), *Deletar* (from *delete*) and *Postar* (from *post*). In an age when the English term *e-mail* seems to be used far more frequently than the Portuguese *correio electrónico*, it will be curious to see what changes there will be in the Portuguese

equivalents of other IT forms in the future. The results also show a large number of greetings and fillers, which indicates that English also plays an important role in the padding out of the everyday discourse of university students, further suggesting that the use of English by these students is indeed widespread.

At this point it is also pertinent to take a closer look at the use of expletives by these groups of students. Words such as *Fuck*, *Shit*, *Shitty* and *No shit* appear, if not frequently at least regularly. It was pointed out to students before completing the table that they should feel free to add expletives to the list. Many chose not to and actually told me at a later stage that they did not feel comfortable writing down words which they felt might offend a teacher. I offered some of them the opportunity of adding them but they refused. Others felt they needed to write them down but also wrote a short note apologising for having included words which they considered offensive. The fact is that from those with whom I spoke, swearing was an important lexical practice which set students apart from adults and which they practised extensively. Allan & Burridge assert that swearing is something everyone does from a very early age, as young as one year old in some cases, and that swearing varies across time and between genders with males swearing more frequently than females – up to three times as much in one study – and using stronger expletives. In relation to adults, they also show that adults are more likely to swear in the company of people of the same sex. (Allan and Burridge 2007: 78) In terms of the results obtained in this study many young people use English swear words with each other as friendly banter, because their use does not sound as bad in a foreign language. Allan & Burridge point out that ‘Many youngsters engage in ritual insults’ calling it

a competitive game, a kind of teasing; it is not an attack on an enemy or someone who is an outsider, despised or disparaged; it is an expression of group solidarity. ... It is marked by the use of normally abusive forms of address forms or epithets which are uttered without animosity, which can be reciprocated without animus and which typically indicate a bond of friendship.

(Allan and Burridge 2007: 87)

The findings of this questionnaire do not substantiate the widespread use of English expletives, but the comments from students afterwards indicate that their use is more

insidious than the findings show, indicating an area of this study which could be a future avenue for research in this field.

With a substantial Word Bank created from the first phase of the study, the objective of the second phase was to understand the students' attitudes towards the use of English borrowings, both by themselves and by others and the reasons for their use. This will be covered in the following section.

#### 4.4.5 Results of Focus Questionnaire

The focus questionnaire was given to LBM students from all years of study and the objective was to analyse the most representative group of students who contributed towards the creation of the Word Bank and ask them to complete an in-depth questionnaire where their feelings towards the phenomenon of English usage could be understood. The first section of the questionnaire involved the completion of personal information so that the population could be characterised in more detail. A total of 139 students completed it and Figure 7 shows the overall proportion of students who completed the questionnaire.

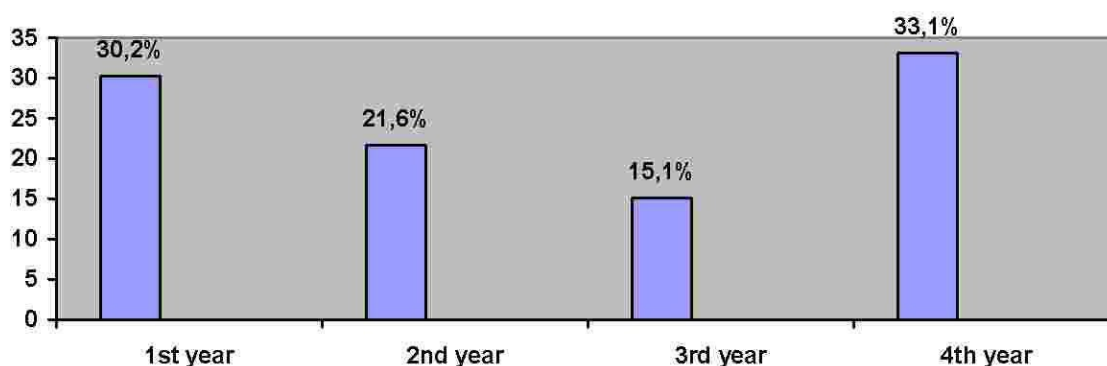
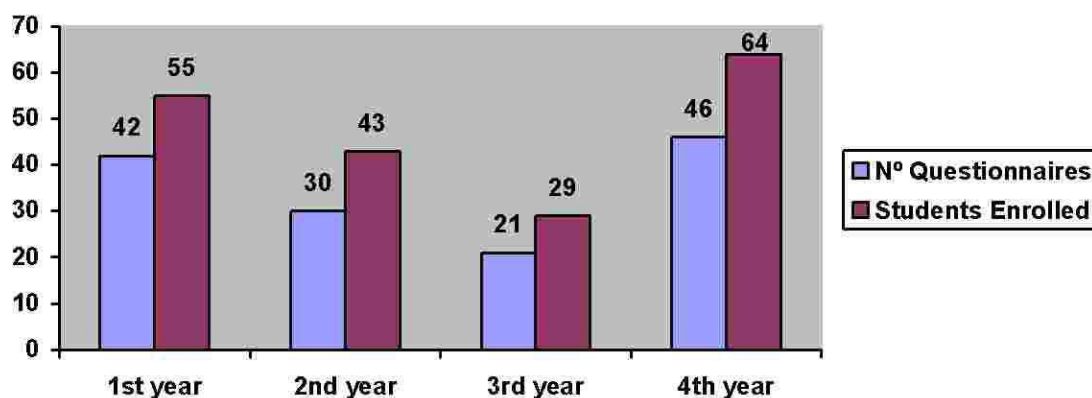


Figure 7: Proportion of LBM Students who Completed the Focus Questionnaire

The questionnaire was completed by a greater number of 1<sup>st</sup> and 4<sup>th</sup> year students, 42 and 46 respectively. It was at third year that the least number of students completed the questionnaire, with 21 students handing it in. The fact is that the third year had the least number of students enrolled and it would be predictable that a fewer number of them would complete the questionnaire. In order to ascertain whether the number of students who filled in the questionnaire was a representative sample, the percentage of students who completed it against the total number enrolled was found, to see how representative the number of completed questionnaires was. The results of this can be seen in Figure 8.



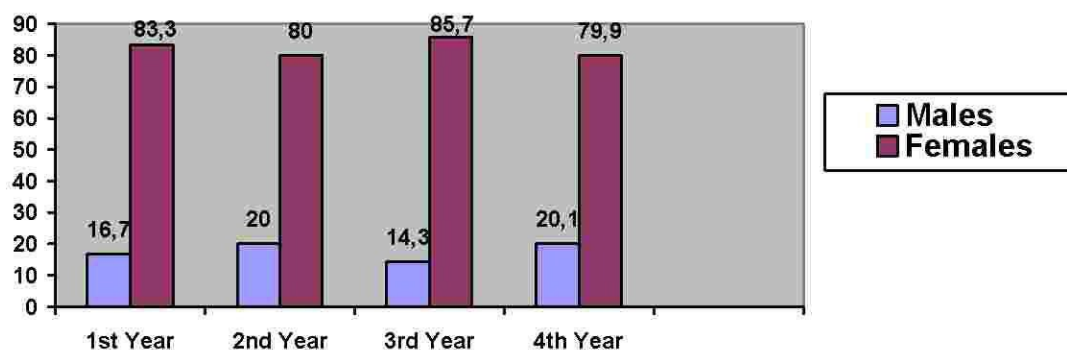
**Figure 8: Enrolled Students Compared to Questionnaires Completed**

These numbers show that statistically, the completed questionnaires are in percentage terms more consistent from one year to another. In the 1<sup>st</sup> year, a total of 55 students were enrolled, in the 2<sup>nd</sup> year, a total of 43. There were 29 students in the 3<sup>rd</sup> year and 64 students in the 4<sup>th</sup> year. In representative terms, 76% and 70% of students completed the questionnaires in the 1<sup>st</sup> and 2<sup>nd</sup> year and 72% of students in the 3<sup>rd</sup> and 4<sup>th</sup> years. These results show that very similar proportions of LBM students filled in the questionnaire, with an overall average of 73% of students, making the data obtained quite representative of that group.

In relation to the gender split among the four years, as would be expected, the female students outnumbered the male students substantially, with only a total of 28 males from

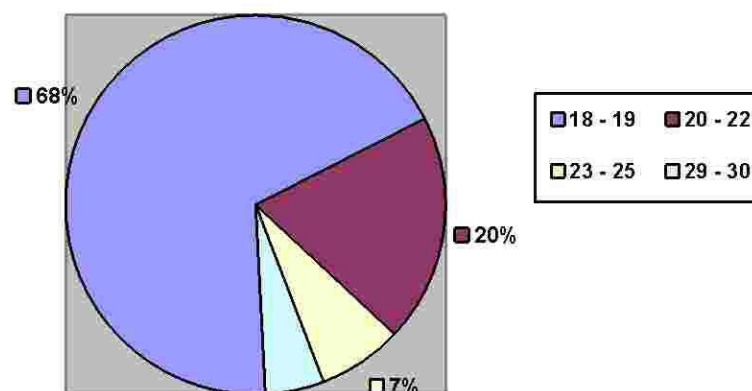


years 1 to 4 and a total of 111 females. This means that only 20% of the total number of students were male, a statistic which is repeated across the years with the percentage of males being between 14% and 26%, with the lowest percentage for 3<sup>rd</sup> year male students and the highest for 4<sup>th</sup> year students. Figure 9 shows the distribution of males and females in percentage terms across all years of the degree course.



**Figure 9: Proportion of Males and Females across all Years of Study**

In relation to the age of the students who filled in the focus questionnaire, the statistics are consistent with what would be expected in that most students (over 70%) fall within a two to three year age range across the years. Figures 10 to 13 show the overall distribution of student ages from 1<sup>st</sup> to 4<sup>th</sup> year.



**Figure 10: Distribution of Student Age in 1st Year**

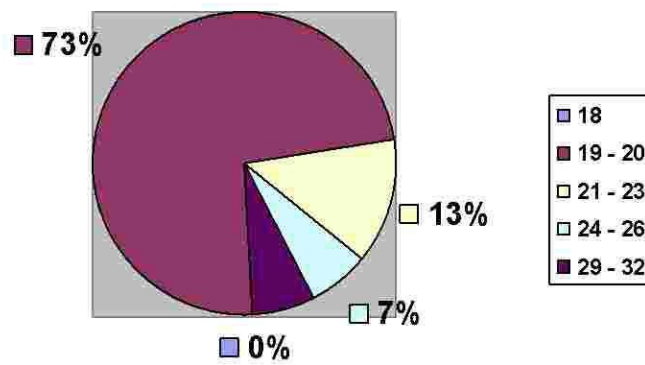


Figure 11: Distribution of Student Age in 2nd Year

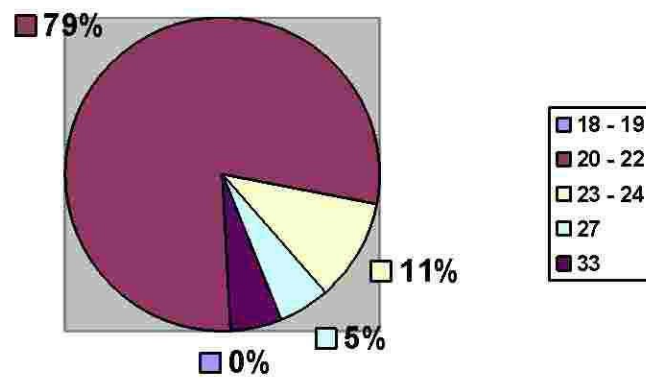


Figure 12: Distribution of Student Age in 3rd Year

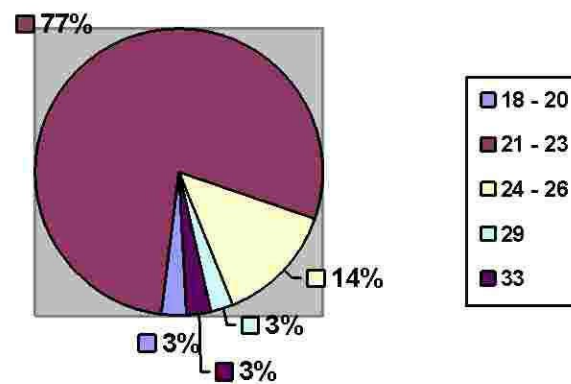
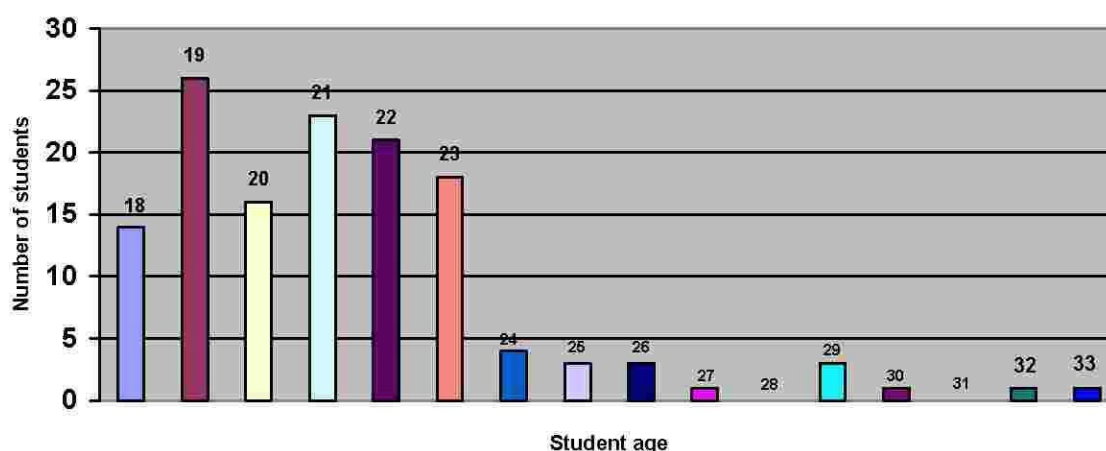


Figure 13: Distribution of Student Age in 4th Year



Figures 10 to 13 clearly show that in terms of age, the students are quite homogeneous across all years and Figure 14 shows a summary of the distribution of ages of the students across all four years.



**Figure 14: Distribution of Student Age across all Four Years**

Out of the 139 questionnaires returned, 136 completed the section on their nationality. As would be expected, most of the students who are taking the LBM degree are Portuguese. Figure 15 shows the different nationalities of students across the degree. 83% of students were Portuguese and the second most representative group, from France, made up 7% of the total number. In addition to nationality, it was also important to see if the students had lived abroad, if so where and for how long. Table 17 shows the percentage of students, from 1<sup>st</sup> to 4<sup>th</sup> year, who had lived abroad.

As can be seen from Table 17 there is a difference in relation to the percentages of students who have lived abroad. Interestingly, in 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> years, between 63% and 70% of the students had not lived abroad, but in the 3<sup>rd</sup> year the situation was completely reversed with 62% of students having lived in a foreign country, either on exchange programmes or because their parents lived there. Figure 16 shows the total percentage of students who lived abroad, with 35% of them having spent some time in another country.

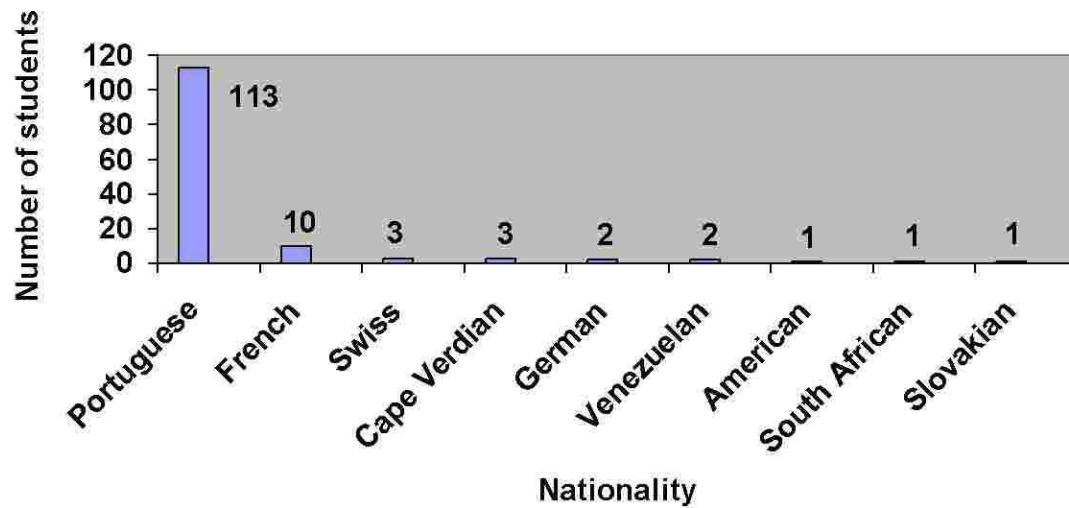


Figure 15: Distribution of Student Nationality across all Years of Study

	Yes	No
1 <sup>st</sup>	11 (28.2%)	28 (71.8%)
2 <sup>nd</sup>	9 (30%)	21 (70%)
3 <sup>rd</sup>	12 (63.2%)	7 (36.8%)
4 <sup>th</sup>	14 (32.6%)	29 (67.4%)

Table 17: Proportion of Students Who Lived Abroad

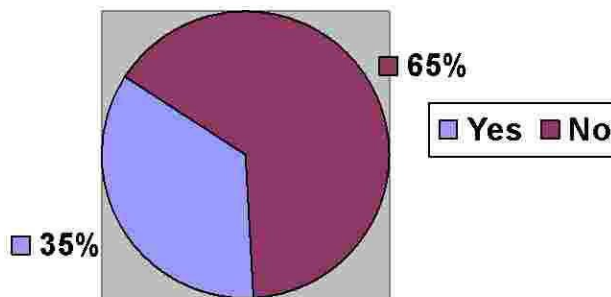


Figure 16: Total Proportion of Students Who Spent Time Abroad

Details of exactly where the students lived and for how long are shown in Appendix 18, but in the case of 1<sup>st</sup> year students, countries where they lived range from European countries such as France, Germany, Switzerland and Sweden to countries in other continents including Venezuela, Canada and South Africa. The amount of time spent abroad also

varied substantially, from one year in the case of exchange students to over 20 years in some cases.

In the case of 2<sup>nd</sup> year students, one student had lived in Cape Verde and a total of 7 students lived in Germany, Switzerland, France and Italy. With the exception of one student, who lived in Germany for twenty years, and another two who lived in Switzerland and France for five years, the other four were only abroad for a few months.

In relation to 3<sup>rd</sup> year students, once again there is a wide range of European countries including Switzerland, Luxembourg, Germany, France, Italy, the UK and Greece as well as the USA and Venezuela. Five of these students spent from between six months to a year abroad, on exchange programmes and one was an Erasmus student from France spending a year in Portugal.

Finally, in relation to the 4<sup>th</sup> year students, apart from the usual range of European countries including France, Switzerland and Germany, there were also countries from further afield including Venezuela, South Africa and the USA. In all of these cases the amount of time students lived abroad ranged from four years to sixteen years.

In relation to the years of English study of the students, it is expected that students starting the LBM degree had had at least seven years of English. In the 1<sup>st</sup> year, 50% of students had between eight and twelve years of English study, 70% of 2<sup>nd</sup> year and 52.4% of 3<sup>rd</sup> year students had five to fourteen years and finally, in the 4<sup>th</sup> year, 80.4% of students had been learning English for periods between six and sixteen years.

The student profile resulting from these results is that by and large, the LBM group studied was a fairly homogeneous group which shared a number of characteristics, and with responses from over 70% of the total number of students enrolled in the degree a representative sample of the group as a whole.

The second section of the questionnaire involved students completing a number of different questions, some of which required students to simply tick boxes, others which involved the ranking of sources or opinions/attitudes towards English usage in Portuguese discourse, and finally, some more open-ended questions which allowed students to give longer and more developed responses to certain aspects of this topic. There were 14 questions in all, the responses to which can be found in Appendix 18 but which are summarised in the following sections.

*Question 1: How often do you use English words in your Portuguese discourse?*

Figure 17 shows the frequency with which LBM students feel they use English terms in their everyday discourse. Despite the fact that the frequent use of English terms remains high throughout all four year, what is interesting to note is that from 1<sup>st</sup> to 4<sup>th</sup> year, there is an overall increase in the number of students who claim to use English terms very often. The fact that the scores for never using English terms is zero across the board and the reduced number of students using English rarely clearly indicates that English borrowings are a significant part of the discourse of these students.

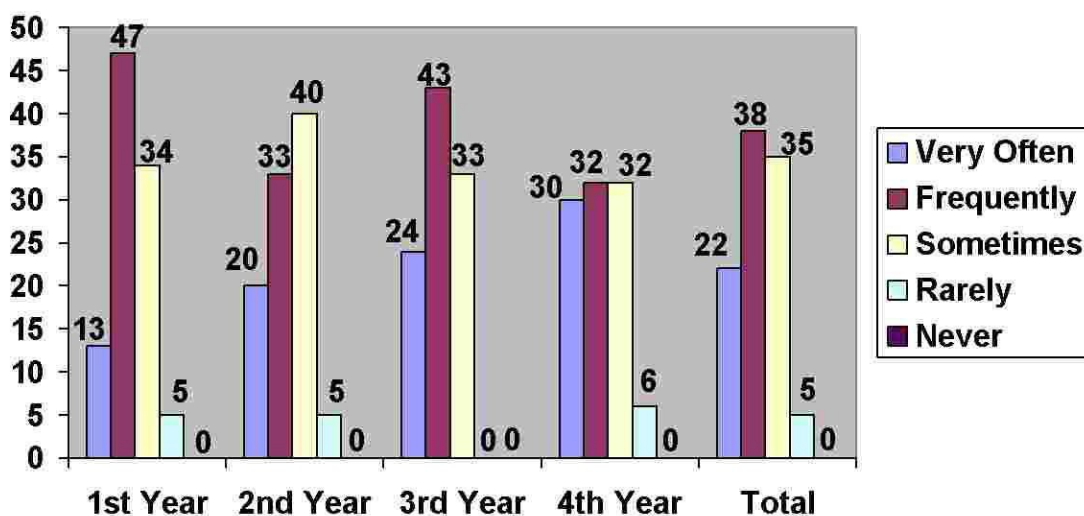
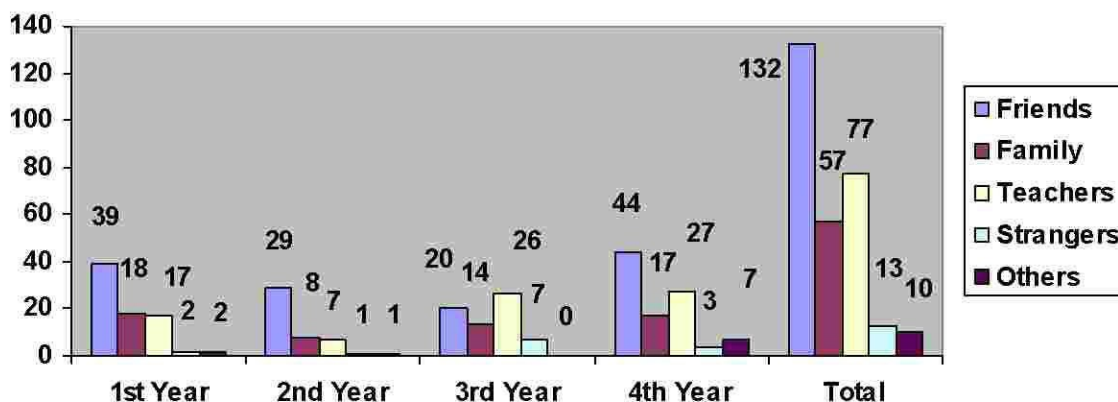


Figure 17: How often Students use English Terms



*Question 2: With whom do you usually use these English words?*

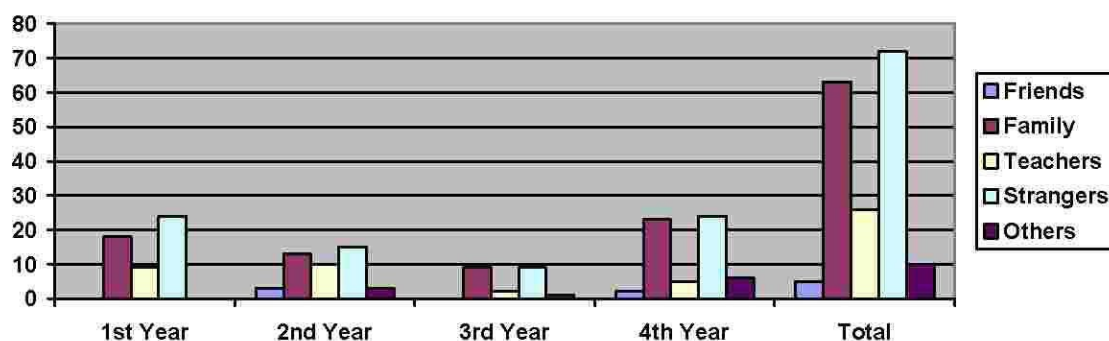
Figure 18 shows who English terms are used with. In this question, the students were given the choice of selecting more than one category in order to show the different groups of people English terms were used with. The further option of 'Others' was given so that if any student used English borrowings in their Portuguese discourse with people not mentioned in these categories those could be identified separately. In the first year two students mentioned the fact that they used English with people other than those given to choose from. In both of those cases the students mentioned that the terms were used with 'work colleagues.' These students were 25 and 30 years old and obviously working students. In the 2<sup>nd</sup> year, only one person referred to an extra group of people with whom they would use English borrowings by mentioning 'professional terms' from which we can deduce that they are referring a professional context. No-one in the third year mentioned other people with whom they used English terms but seven people did so in the fourth year. The fact that the 4<sup>th</sup> year the students were doing a fifteen week traineeship at a company as part of their final semester programme may explain this. The category put forward by the 4<sup>th</sup> year students was either 'work colleagues' or 'traineeship' with scores of four and three respectively. This indicates that the use of English terms increases as students move through their degree but also that they continue using them in the workplace.



**Figure 18: Who English is Used With**

In relation to the main categories of people with whom English terms are used, it is clear that the biggest group with which these terms are used is ‘friends.’ This indicates that these terms are very much in-group lexical items. The second highest score is with ‘teachers,’ which could indicate one of two things. This could be the result of the assumption on the part of the students that their teachers know the meanings of those words or the fact that these students are essentially language students, most of whom have English as a compulsory subject throughout their degree, and therefore using it with teachers is natural.

*Question 3: With whom would you **NOT** use English words?*



**Figure 19: With Whom English is NOT Used**

As with question 2, in question 3 students were given the option to choose more than one group of people with whom they did NOT use English borrowings, as well as being given the option of adding groups. The overwhelming group of people with whom these terms would not be used are ‘strangers.’ If we look at the total scores for all four years, the second highest group with whom English words would not be used is with family, perhaps because the assumption is that family members are of a different generation and unfamiliar with them.

In relation to other groups of people with whom the students would not use English terms, no-one in the 1<sup>st</sup> year referred to an extra group but three in the 2<sup>nd</sup> year did. In this particular case, one person said ‘no-one’, indicating that they would use English terms with

anyone, regardless of age, profession or relationship with the student, but the other two referred to 'old people' and in settings where 'formality' is necessary. The concept of 'old people' is ambiguous in itself but the assumption is that people of a different generation might not understand the English. In the 3<sup>rd</sup> year, one person also mentioned that they would not use English terms with 'old people.'

In the 4<sup>th</sup> year, six students referred to other groups with whom English words were not used, five of which mentioned 'formal contexts' or 'work contexts' and one who mentioned 'people who do not understand' the meaning of the terms in English. This indicates a clear increase in awareness of register and when it might be appropriate or not to use English borrowings. This may be a result of their experience as trainees in the workplace and of their increased responsibility as undergraduates who are finishing their degrees and need to start thinking seriously about their role as professionals in the future.

*Question 4: What is your opinion on the use of English terms in the Portuguese language?*

Figure 20 shows the opinion of the students in relation to the use of English borrowings in Portuguese discourse generally. Despite the fact that the majority of opinions are either 'positive' or 'indifferent,' once again, the 4<sup>th</sup> year students show a far more positive opinion of the use of English terms than any of the other years studied. The other point to note is the consistently low numbers of students who have either a negative or any other opinion in relation to the use of English in their Portuguese discourse.

In relation to extra opinions students may have about the theme under analysis here, two people in the 1st year mentioned other factors involved in the use of borrowings. One student stated that they were 'indifferent, but it depends on the situation' which means that there are contexts in which the student would either have a more positive or negative opinion in relation to the issue. The other student, interestingly enough, said that their opinion was 'not totally negative but not actually positive either because it [the use of English terms] adulterated our language.'

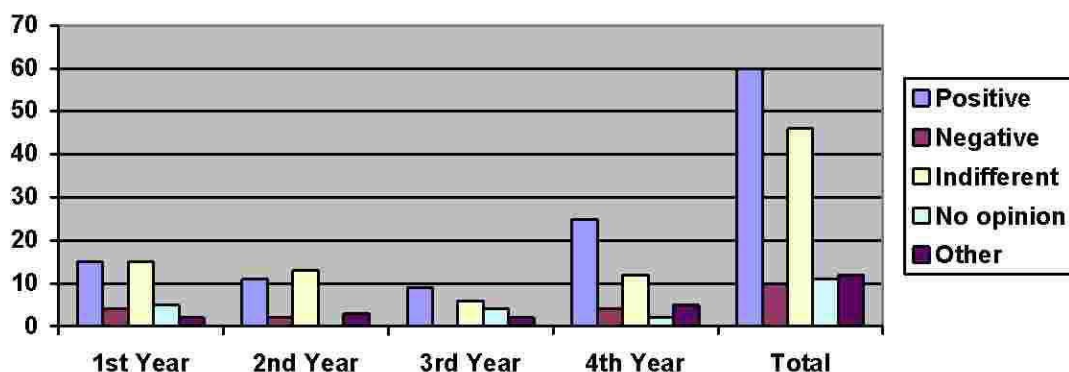


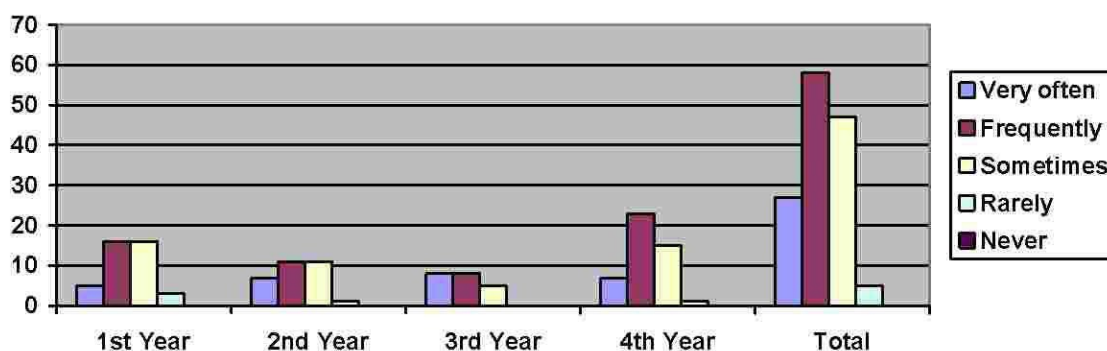
Figure 20: Student Opinions in Relation to English Use

In relation to the 2<sup>nd</sup> year students, three students had divergent opinions. One mentioned that it was ‘more negative than positive,’ another that they thought that English was used for ‘specific technical terms or some kind of reference or quote,’ indicating that to them the use of English borrowings in the areas of science, technology or academia is prevalent. The third student mentioned that it was important that it (the use of English terms) ‘did not damage the Portuguese language’ which goes against the idea that some students have that English may have a detrimental effect on the purity of their native language. In the 3<sup>rd</sup> year, two people gave varying views, one of whom stated that they felt that ‘people use them [English terms] simply because we are influenced by that around us but it is not something negative.’ The second student mentioned that there were two sides to the issue and that it ‘depends on the receiver of the information – if it is someone who understands the meaning then it can be positive, but if it is someone who does not then it is negative.’ This student has, as with other opinions in previous questions, brought up the idea of intelligibility and the use of English words and terms with people who understand them. Finally, five people from the 4<sup>th</sup> year gave a different opinion than those offered to choose from. This last batch of answers can be divided into two very clear groups. On one hand, a student wrote that ‘it is normal to use English terms, but [they] understand that in the day-to-day lives of the Portuguese using English is not on a national scale.’ This comment shows that this student feels that using English is something young people do rather than the population in general. The other four opinions however fall into a clear group whose principle worry is the



changes which may occur to the Portuguese language as a result of the use of English borrowings. The students' opinions are that 'it is a bit negative as we can lose part of the Portuguese language,' 'on one hand it is positive but it could also be negative for the Portuguese language,' that 'it is not negative but should be controlled' and that 'it is positive and negative, positive in objective and practical terms [implying it is easy to use perhaps], but negative for the richness of the Portuguese language.' In all of the opinions, the consensus appears to be the fact that English is something positive in terms of how the students use it because it is obviously something they like to do, but that it could in the long run have a detrimental effect on the students' mother tongue. Once again, the greater insights into the use and long-term effects of English on Portuguese discourse are found in the students who are in the final year of their degree course indicating a more mature and well-thought through opinion on the use of English.

*Question 5: How often do you hear others use English words in their Portuguese discourse?*

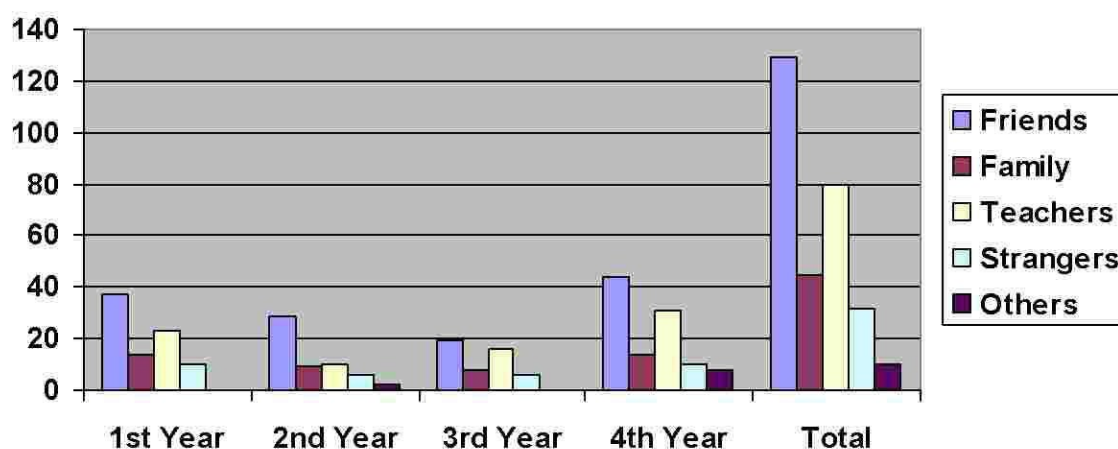


**Figure 21: How Often Others Are Heard Using English**

Figure 21 shows the results of the frequency with which students claim to hear other people use English terms in their Portuguese discourse. As would be expected, the results for other people using English terms 'rarely' or 'never' is negligible, with varying numbers for 'very often,' 'frequently' and 'sometimes.' This means that students are fully aware of the fact that many English words and expressions are used regularly around them.

*Question 6: Who do you most hear using English terms in their Portuguese discourse?*

Question 6 was related to who the students heard using English and the results can be seen in Figure 22. As would be expected from the results of previous questions, the overwhelming majority of people who students hear using English were friends. This clearly indicates that there is a link between who the students use English with and the people who they hear using them. It is clear that English language use in Portuguese discourse is an in-group practice and part of their position in society as young people and that English may be the vehicle through which their identities as young people are created. The consistently second highest score goes to teachers and as has been mentioned before, the explanation for this may be that teachers are perceived to be familiar with the English language and intelligibility would not be a problem. It may also be due to the fact that it is at an institution of higher education, with part of their study programme in English, where the students have the greatest contact with their peers and teachers and are more likely to use English borrowings with those groups. In this question, as with others, students were given the opportunity to choose more than one group of people and the option to add a group not available on the list.

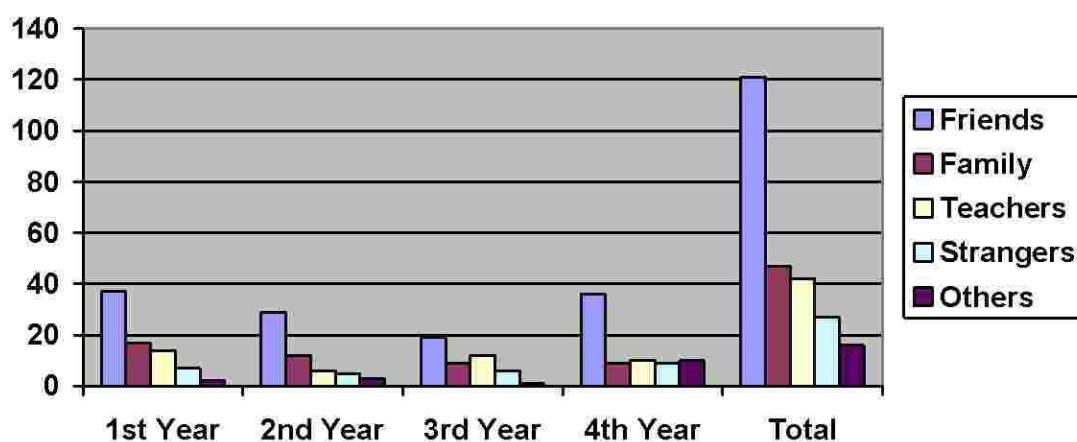


**Figure 22: Who Students Hear Using English**

In this particular question two students from the 2<sup>nd</sup> year and eight students from the 4<sup>th</sup> year added an extra group to the ones available. In the case of the 2<sup>nd</sup> year students, they wrote that the groups they heard using English terms were ‘domestic people’ and ‘managers.’ The former may be referring to people at home and the latter to a working student. In relation to the groups of people put forward by the 4<sup>th</sup> year students, one student referred to ‘the media’ but the other seven all mentioned either ‘the workplace,’ ‘with co-workers’ or as part of their ‘traineeship.’

*Question 7: With whom do the groups identified in question 6 use English terms?*

Question 7 leads on directly from question 6 in that it asks who the groups mentioned in question 6 use English terms with. As before, students were told that they could choose more than one and as would be expected from the results of previous questions, the group with which English terms are most used is ‘friends,’ as can be seen in Figure 23. The most interesting result of this question is the discrepancy between the groups other than those mentioned put forward by the students. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years gave two, three and one extra group respectively and ten extra groups were identified by the 4<sup>th</sup> year students. In the case of the 1<sup>st</sup> year students, the groups mentioned were ‘work colleagues’ and ‘students.’



**Figure 23: Who English Users Use English With**

In relation to the extra groups stated by the 2<sup>nd</sup> year students, the groups identified were ‘trainees and interviews,’ ‘students’ and ‘everyone.’ 3<sup>rd</sup> year students identified other ‘students’ as the group with which English was used and as regards the 4<sup>th</sup> year students’ answers, these can be divided into two distinct groups. The first one includes ‘students’ and ‘students and work colleagues’ and the second mentions ‘work colleagues,’ ‘people related to the business world’ and ‘clients and suppliers.’ As with previous questions, there is a clear difference between the 4<sup>th</sup> year students and other years of study due to their contact with the workplace through their traineeships and the results show that English usage continues in the workplace.

*Question 8: Rank, in order of importance the origin of the English terms used*

For question 8 students were given the opportunity to rank from 1 to 7 what they thought most influenced the use of English terms in their Portuguese discourse where 1 was the most influential and 7 the least. They were also given the chance to add other sources which they felt were important but were not included in the list. To obtain a better understanding of the sources which the students felt had the greatest influence on their use of English, a table was drawn up for each year with the different sources and the students’ ratings from one to seven. The results were divided into three groups, the first including ratings one to three which were grouped together as having a strong influence on the students’ use of English terms. The second group included ratings five to seven as a group which the students felt did not have as much of an influence on English use. Finally, the last group was the source the students rated four on the scale which indicated neither a strong nor a weak influence on the use of English borrowings. Tables 18 to 21 show the ratings for the different years one to four of the LBM degree.

As can be seen from the Table 18 there is a clear indication of what the 1<sup>st</sup> year students perceive as their source in terms of English words. The two highest scores are the Internet and television with a score of 32 and 30 respectively followed by music and cinema with scores of 27 and 21 respectively. This shows that the students see global forms of



communication as the sources which most influence their use of English terms. In relation to the sources which they feel least influence their English use, the students put friends, the press and university as the least influential with scores of 3, 6 and 7 respectively. In percentage terms, out of an average of 41 ratings, friends, the press and university account for 7%, 15% and 17% respectively. This indicates that even though the majority of students use English vocabulary with their friends, family and teachers, they do not feel that they are sources which influence their use of English. This is surprising in that one would expect there to be an awareness of the fact that a proportion of in-group lexis is, in all likelihood, picked up and emulated from people within that group.

	Rating								
Source	1	2	3	Total 1 - 3	4	5	6	7	Total 5 - 7
Television	12	9	9	30	6	1	2	2	5
Cinema	2	7	12	21	10	4	3	2	9
The press	2	1	3	6	6	9	9	11	29
University	2	3	2	7	7	5	9	12	26
Friends	0	2	1	3	5	13	13	7	33
The Internet	13	11	8	32	4	3	2	0	5
Music	15	8	4	27	5	5	0	4	9

**Table 18: Summary of the Influential Sources in the 1st Year**

In relation to the 2<sup>nd</sup> year students, very similar results were obtained in that the top scores were attributed to music, television and the Internet with 21, 19 and 16 ratings each (see Table 19). Cinema came a close fourth with a score of 14 with the lowest scores being given to the press, university and friends. The big difference in these scores is the proportional increase in the score attributed to friends which was one out of an average of forty one ratings (2.4%) in the 1st year to ten out of an average of twenty nine ratings

(34.5%) in the 2<sup>nd</sup> year. This may be an indication that second year students are beginning to feel that their friends also have an influence on their language use.

<i>Source</i>	<i>Rating</i>								
	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
Television	6	5	8	19	3	4	2	0	6
Cinema	7	4	3	14	6	3	2	3	8
The press	0	1	0	1	2	6	11	8	25
University	3	1	3	7	2	5	9	6	20
Friends	4	4	2	10	3	5	2	9	16
The Internet	4	6	6	16	7	3	2	1	6
Music	6	8	7	21	5	2	0	1	3

**Table 19: Summary of the Influential Sources in the 2nd Year**

As with the 1<sup>st</sup> and 2<sup>nd</sup> years, the most influential sources of English terms for 3<sup>rd</sup> year students were television, the Internet and music with scores of 14 for television and 12 for both the Internet and music (see Table 20).

<i>Source</i>	<i>Rating</i>								
	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
Television	5	3	6	14	4	0	2	0	2
Cinema	0	7	2	9	7	3	0	1	4
The press	0	0	2	2	3	5	1	9	15
University	0	3	4	7	0	3	4	6	13
Friends	0	1	2	3	1	4	8	4	16
The Internet	9	2	2	13	4	3	0	0	3
Music	6	4	2	12	1	2	5	0	7

**Table 20: Summary of the Influential Sources in the 3rd Year**

Unexpectedly, there is a shift back to the results in the 1<sup>st</sup> year table which show that the press, friends and university have, in that order, the least influence in the English use of the 3<sup>rd</sup> year students with scores of two, three and seven respectively. Despite the low numbers, percentages for the press, friends and university are actually higher at 10%, 15% and 35% respectively indicating that university is beginning to be perceived as a more important source of English language.

	Rating								
Source	1	2	3	Total 1 - 3	4	5	6	7	Total 5 - 7
Television	17	9	4	30	9	3	1	2	6
Cinema	9	8	13	30	3	6	5	0	11
The press	0	3	5	8	8	10	5	15	30
University	2	6	4	12	3	10	16	4	30
Friends	4	1	2	7	2	10	10	16	36
The Internet	11	5	9	25	12	3	2	3	8
Music	5	13	9	27	7	2	5	4	11

**Table 21: Summary of the Influential Sources in the 4th Year**

The results for the 4<sup>th</sup> year students once again are consistent with the results for years 1 to 3 in that the highest ratings are attributed to television and cinema with 30 ratings each closely followed by music and the Internet with 27 and 25 ratings respectively. In keeping with the 1<sup>st</sup> and 3<sup>rd</sup> year results, the lowest ratings are for friends, the press and university with 7, 8 and 12 ratings respectively. In percentage terms, the press and university account for 16%, 18% and 27% respectively. Taking all the figures from 1<sup>st</sup> to 4<sup>th</sup> year into account and comparing them, a clear pattern emerges, as can be seen in Table 22. For ease of consultation, all percentages have been rounded up or down to the closest whole integer. The chart shows that there are a number of consistencies across the years in percentage terms. The percentages are between 66% and 73% for television, between 60% and 72% for music, between 55% and 78% for the Internet and between 45% and 67% for cinema,

which corroborates the individual ratings across the years. In relation to the sources which students find to be the least influential, percentages range from 3% to 18% for the press, between 7% and 35% for friends and between 17% and 35% for university. Three percentages have been highlighted because of the inconsistency in relation to the other statistics in that section. The first number is the 2<sup>nd</sup> year percentage for the influence of the press which at 3% is substantially lower than the values for the other years. The other two percentages are both in relation to the influence of friends in the second year which do not match the values given by the students in the other years.

<i>Source</i>	<i>Ratings 1 – 3</i>				<i>Rating 4</i>				<i>Ratings 5 – 7</i>			
	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>
TV	73%	66%	70%	67%	15%	10%	20%	20%	12%	21%	10%	13%
Cin.	51%	48%	45%	67%	24%	21%	35%	7%	22%	28%	20%	24%
Press	15%	3%	10%	18%	15%	7%	15%	18%	71%	86%	75%	67%
Uni.	17%	24%	35%	27%	17%	7%	0%	7%	63%	69%	65%	67%
Friends	7%	35% *	15%	16%	12%	10%	5%	4%	80%	55% *	80%	80%
Int.	78%	55%	65%	56%	10%	24%	20%	27%	12%	21%	15%	18%
Music	66%	72%	60%	60%	12%	17%	5%	16%	22%	10%	35%	24%

**Table 22: Summary of the Influential Sources in Percentage Terms across LBM Degree**

Table 23 groups together the percentages from 1<sup>st</sup> to 4<sup>th</sup> year and find an average for each of the three broad bands of sources. Even taking into account the percentages which are inconsistent with those from other years by far the most influential sources in the use of English words are television, music and the Internet with 69%, 65% and 64% respectively. The collated ratings for band 4 range from 8% to 22% averaging out at 14%. In relation to those percentages which show the sources which are least influential, they are university, friends and the press with 66%, 74% and 75% respectively. There appears to be consensus in relation to the sources which are the most and those which are the least influential as the



percentages are quite similar to each other and there is a small difference within and among the different groups.

<i>Source</i>	<i>Collated Ratings 1 – 3</i>	<i>Collated Ratings 4</i>	<i>Collated Ratings 5 – 7</i>
Television	69%	13%	14%
Cinema	53%	22%	24%
The press	15%	14%	5%
University	26%	8%	66%
Friends	18%	8%	74%
The Internet	64%	20%	17%
Music	65%	13%	23%

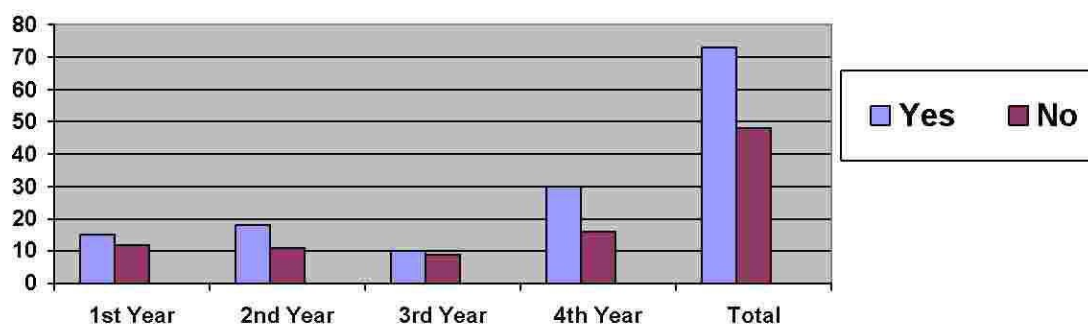
**Table 23: Collated Percentages from 1st to 4th Year**

The last thing to draw attention to is the fact that there was not one case in which a student mentioned another source other than those given for English terms. This was an unexpected occurrence because it was assumed that there might be more personal sources of English borrowings. There are two possible explanations for this, one could be the fact that the list was already comprehensive and therefore did not need other sources. However, I personally feel that as there are students from a wide variety of backgrounds with different life experiences there are sure to be other sources. There are students who have lived abroad for many years, there are those who have a different cultural background and there are others who are working students, in which case the workplace may be another source. The fact that no other sources were mentioned could mean that the ones from which the students had to choose seemed sufficient.

*Question 9: When using English terms in your Portuguese discourse do you do it consciously?*

Question 9 deals with the issue of whether the use of English terms in students' Portuguese discourse is conscious or not. Figure 24 shows the results obtained and indicate that students' answers consistently show that there are more students who are conscious that

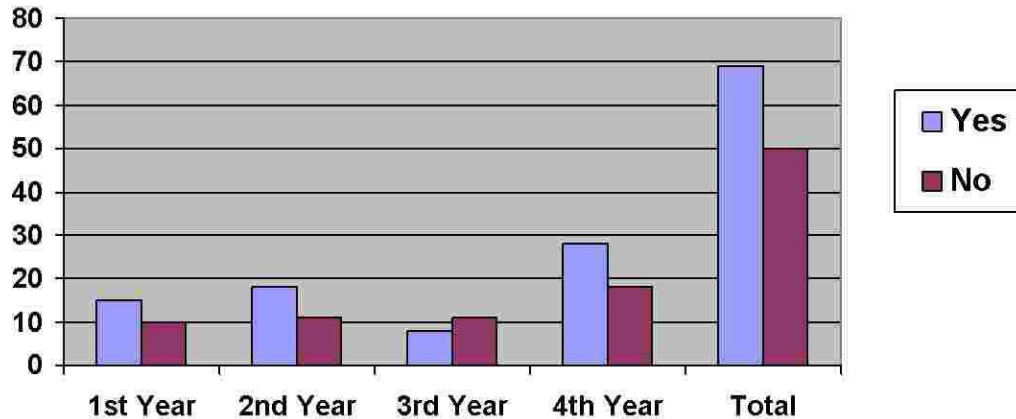
they use English words in their discourse than not and they also indicate that the consciousness of the use English borrowings increases as students move through their degree course. This is in keeping with the results obtained from previous questions which show that students towards the end of their degree have an increased awareness of the use of English in Portugal and their own individual use of borrowings than other years.



**Figure 24: Awareness of English Usage in LBM Degree**

*Question 10: If people in general in Portugal used English terms in their Portuguese discourse would you still find their use as appealing?*

The objective of question 10 was to ascertain whether the English terms used by young people generally would be more or less appealing if they were used by the population in general and the answers can be seen in Figure 25. In all years, with the exception of the 3<sup>rd</sup> year, more students said they would still find their use appealing even if used by Portuguese people generally. This in some way is contrary to what was expected from the results of the previous questions. The conclusion which can be drawn from previous questions is that the words are used in general by and with specific groups of people and to some extent, it is an in-group phenomenon involving young people rather than older people or people of different social groups.



**Figure 25: Attractiveness of English Terms if their Use Were Mainstream**

*Question 11: Rate in order of importance the reasons why you use English words in your Portuguese discourse*

For question 11, students were given the opportunity to rank on a scale from 1 to 7 the reasons why they use English terms in Portuguese, where 1 is the most influential and 7 the least. Students were also given the opportunity to add other, perhaps more personal reasons or situations which were unique to them.

Table 24 shows the ratings of the various reasons given to the students to choose from in the 1<sup>st</sup> year. As with question eight, three bands were created, the first with the reasons which were rated 1 to 3, indicating strong reasons for the use of English terms. The band made up of ratings 5 to 7 indicated the least important reasons for their use of English, with the middle band made up of the reasons which were rated 4 on the scale. The overwhelming majority of students in the 1<sup>st</sup> year rated the fact that English was ‘the *lingua franca* of the globalised world’ as the main reason why they used English terms when they spoke Portuguese with 37 students voting it as either the first, second or third most influential reason.

Out of an average of 41 1<sup>st</sup> year students filling in the questionnaire, 90% of them felt that the global importance of English was a factor in their choice to use English when speaking Portuguese. This was closely followed by the fact that ‘Portugal is open to new cultures’ with 32 votes and that the students study English with 29 votes. This clearly shows that the students who filled in this questionnaire obviously feel that Portugal is open to modernisation and that communicating in today’s global village is done through English. The fact that the second most influential reason is that Portugal is open to new cultures also indicates that youth see this aspect of globalisation as something positive. The fact that students study English and by implication that they have a wider range of English vocabulary at their disposal comes in as the third most important reason for the students’ use of English borrowings. The fact that English use irritated people or that English may not be understood by people of different ages were not given as important reasons for the use of English. Another unexpected result was that only 16 people (39%) rated the fact that their friends used English as a reason for them to do so too.

<i>Reason</i>	<i>Rating</i>								
	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
Portuguese Society is open to new cultures	9	10	13	32	6	3	0	0	3
It makes me feel an important part of youth culture	0	1	8	9	11	13	4	3	20
English is the lingua franca of the globalised world	24	9	4	37	2	0	1	1	2
My friends use them too	0	5	11	16	12	10	1	1	12
People of different ages don’t understand them	1	0	1	2	3	3	27	5	35
I study English	8	15	6	29	6	6	0	0	6
It irritates people of different ages	0	0	0	0	1	2	5	31	38

**Table 24: Summary of Reasons for English Use in 1st Year**

Table 25 illustrates the reasons why 2<sup>nd</sup> year students use English and the table shows very similar results to the 1<sup>st</sup> year with the top three reasons for the use of English being the fact that ‘English is the *lingua franca*,’ that ‘Portugal is open to new cultures’ and that the students study English with 92%, 78% and 67% respectively. 48% of students stated the fact that their friends used it too as their 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> most important reason for using English. All 27 students who completed the questionnaire stated that the fact that English irritated people was the least important reason for using it. A total of 14 people, approximately 52% of students, ranked the use of English as a means to feeling ‘an important part of youth culture’ as either 5, 6 or 7, showing that they do not see the use of English as making the students feel a part of youth culture.

Reason	Rating								
	1	2	3	Total 1 - 3	4	5	6	7	Total 5 - 7
Portuguese Society is open to new cultures	7	7	7	21	5	2	0	0	2
It makes me feel an important part of youth culture	1	0	4	5	8	11	2	1	14
English is the lingua franca of the globalised world	13	10	2	25	2	0	0	0	0
My friends use them too	3	5	5	13	7	6	2	1	9
People of different ages don't understand them	0	0	1	1	1	4	17	4	25
I study English	5	5	8	18	5	4	0	0	4
It irritates people of different ages	0	0	0	0	0	0	6	21	27

**Table 25: Summary of Reasons for English Use in 2<sup>nd</sup> Year**

The pattern from 1<sup>st</sup> and 2<sup>nd</sup> year is repeated in 3<sup>rd</sup> year with exactly the same reasons being given as the most influential and the least influential, as can be seen in Table 26. There is a steady pattern across the years with students consistently ranking the reasons in more or less the same order. In the case of the 3<sup>rd</sup> year the students’ area of study comes a close second to the fact that English is today’s *lingua franca*. This may indicate that as well as

feeling the importance of an openness to the world, the fact that they study English may also be a determining factor in their use of English in their mother tongue. This may show an increased awareness that they, as students and subsequently exposed to English through their studies, have at their disposal a wider range of languages and vocabulary to choose from with which to express themselves.

<i>Reason</i>	<i>Rating</i>								
	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
Portuguese Society is open to new cultures	4	4	3	11	7	1	0	0	1
It makes me feel an important part of youth culture	0	1	0	1	4	13	0	0	13
English is the lingua franca of the globalised world	11	5	3	18	0	0	0	0	0
My friends use them too	1	3	6	10	5	3	0	0	3
People of different ages don't understand them	0	0	0	0	1	4	17	4	25
I study English	4	6	6	16	0	1	0	2	3
It irritates people of different ages	0	0	0	0	0	0	4	14	20

**Table 26: Summary of Reasons for English Use in 3rd Year**

Finally, Table 27 shows the results obtained from the 4<sup>th</sup> year students, with once again, similar results to the previous three years. There is a consistent trend from 1<sup>st</sup> to 4<sup>th</sup> year in relation to the reasons why these students choose to use English in their Portuguese discourse. The reasons that English is the *lingua franca* of the world and Portugal being open to new cultures are the two top reasons with the fact that the students study English coming third. As before, the idea that it irritates people of different ages or that people do not understand the English borrowings used come as the least influential reasons for their use.

Reason	Rating								
	1	2	3	Total 1 - 3	4	5	6	7	Total 5 - 7
Portuguese Society is open to new cultures	7	11	14	32	4	4	0	1	5
It makes me feel an important part of youth culture	2	4	5	11	17	16	1	2	19
English is the lingua franca of the globalised world	22	14	5	41	4	2	2	1	5
My friends use them too	1	5	10	16	17	11	2	1	14
People of different ages don't understand them	0	3	2	5	1	3	31	7	41
I study English	13	7	10	30	4	7	3	1	11
It irritates people of different ages	2	0	0	2	0	2	7	34	43

**Table 27: Summary of Reasons for English Use in 4th Year**

Table 28 shows all the results for the seven reasons put forward in the questionnaire from years 1 to 4. Despite the pattern emerging from the results, it is important to note that there are some figures which differ from the general trend. These are shown in white boxes and relate to 3<sup>rd</sup> year students. The results show that proportionally to other years, a far lower percentage of 3<sup>rd</sup> year students attribute their use of English lexical items in their native discourse to either feeling ‘an important part of youth culture’ than in the other three years. This could have something to do with the previous background of the students in the class, with 63.2% of students having lived abroad. It would be natural to assume that the students who have lived abroad give more importance to the global issue of English for communicative purposes than those who have not.

Finally, Table 29 shows the collated results for years 1 to 4 in percentage terms. This table confirms what the previous tables showed in that the use of English borrowings is perceived to be something more global, with the use of English as a *lingua franca* and the fact that Portuguese society is more open to new cultures being the most important reasons for the use of English. This is followed by the fact that the students study English and that



their friends use English vocabulary. Finally, the least important reasons are that English use may irritate older people or that some people may not understand them and that it makes students feel part of youth culture, in that order.

	<i>Ratings 1 – 3</i>				<i>Rating 4</i>				<i>Ratings 5 – 7</i>			
	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>
<i>A</i>	78%	75%	8%	78%	15%	18%	37%*	10%	7%	7%	5%	12%
<i>B</i>	22.5%	18%	6%*	24%	27.5%	30%	22%	36%	50%	52%	72%*	40%
<i>C</i>	90%	93%	100%	82%	5%	7%	0%	8%	5%	0%	0%	10%
<i>D</i>	40%	45%	55%	34%	30%	24%	28%	36%	30%	31%	17%	30%
<i>E</i>	5%	4%	0%	11%	7.5%	4%	4%	2%	87.5%	92%	96%	87%
<i>F</i>	70%	67%	84%	67%	15%	18%	0%	9%	15%	15%	16%	24%
<i>G</i>	0%	0%	0%	4%	3%	0%	0%	0%	97%	100%	100%	96%

**Key:**

*A: Portuguese Society is open to new cultures*  
*B: It makes me feel an important part of youth culture*  
*C: English is the lingua franca of the globalised world*

*D: My friends use them too*  
*E: People of different ages don't understand them*  
*F: I study English*  
*G: It irritates people of different ages*

**Table 28: Summary of Reasons for English Use from 1st to 4th Year**

The results were surprising in that although they were reasonably consistent throughout the years, the reasons were not related to the fact that the people completing the questionnaires were young people or that English is a language used extensively by young people. It would seem, from these results, that what was important in the minds of the students was a feeling of internationality, of belonging to and communicating with the world in general and that globalisation and modernisation are seen as positive concepts and international communication through the medium of English is essential.



<i>Reason</i>	<i>Collated Ratings 1 – 3</i>	<i>Collated Ratings 4</i>	<i>Collated Ratings 5 – 7</i>
<i>A</i>	74.5%	17%	8.5%
<i>B</i>	20%	30%	50%
<i>C</i>	89%	6%	5%
<i>D</i>	41%	31%	28%
<i>E</i>	6%	4%	90%
<i>F</i>	72%	10.5%	17.5%
<i>G</i>	2%	0%	98%

**Key:**

A: *Portuguese Society is open to new cultures*  
B: *It makes me feel an important part of youth culture*  
C: *English is the lingua franca of the globalised world*

D: *My friends use them too*  
E: *People of different ages don't understand them*  
F: *I study English*  
G: *It irritates people of different ages*

**Table 29: Collated Average Percentages from 1st to 4th Year**

*Question 12: Explain why you use English words rather than their Portuguese equivalents in your spoken discourse.*

Question 12 was more open-ended in that it allowed students to answer the question in their own words and give extra information in relation to that issue should they wish to. A total of 36 students in the 1<sup>st</sup> year completed this question and in order to facilitate the interpretation of the comments made, they were divided into categories to enable the drawing up of generalised opinions in relation to this issue. The students' answers can be seen in full in Appendix 18 but Table 30 shows the general categories into which the answers were divided and how many comments there were in each category.

These results were collated and can be seen in Figure 26 for ease of comparison. As can be seen from the graph, students consistently state that the use of English terms is due to there being no Portuguese equivalents, or that there is no easy translation of the English term. They also state that it is out of habit or because they like to use the English term for one

reason or another. Students in years one and three clearly feel that their use of English is mostly out of habit with 37% and 39% of the total scores respectively.

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<i>No equivalents</i>	8	5	7	22
<i>Out of Habit</i>	13	10	5	6
<i>Like to use English</i>	10	7	5	9
<i>English not generally used</i>	2	1	0	0
<i>Related to youth culture</i>	1	3	0	0
<i>Related to Study</i>	0	0	4	2
<i>Related to Business</i>	0	0	0	1
<i>Related to Globalisation</i>	0	0	0	4
<i>Others</i>	2	0	0	0
<b><i>TOTAL</i></b>	<b>36</b>	<b>26</b>	<b>21</b>	<b>44</b>

**Table 30: Why English is Preferred over Portuguese**

In the 3<sup>rd</sup> and 4<sup>th</sup> years, the main reason for the use of English borrowings is explained by the fact that there are no straightforward equivalents to those terms, that the Portuguese equivalents do not sound as good or that they would have to use too many Portuguese words to express something which they can say using one word in English. These reasons make up 33% and 50% of the total score respectively. This shift in students' explanations for the use of English could be explained by the fact that by the end of their degree, students have used English borrowings to such an extent that English has become part of their vocabulary and that they perceive their equivalents in their native language as 'strange' or foreign.' This is reinforced by comments from the students which include *'Many times I feel I can express myself better using English words instead of their Portuguese equivalents. They are also easier to articulate and I often want to think of a word to write something down and only English ones come to mind'* (1<sup>st</sup> year student), *'Mainly because I feel the Portuguese translation is inadequate'* (2<sup>nd</sup> year student), *'Because there is often no Portuguese translation or because they are more frequently used than their Portuguese equivalents'* (3<sup>rd</sup> year student) and *'Because often their equivalents in Portuguese do not include their whole meaning but also because the words which springs to mind to use in our discourse more quickly is the word/term in English'* (4<sup>th</sup> year student).

Obviously, there are equivalent ways of expressing concepts in Portuguese but the students feel that the English ones are more widespread and more easily understood than the Portuguese equivalents. The 4<sup>th</sup> year results in particular show the shift from words used out of habit, with a score of only 14%, to the use of English borrowings because of the lack of Portuguese equivalents, totalling 50%.

A minority of students claimed that they did not generally use English in their Portuguese discourse, 4% and 6% of 1<sup>st</sup> and 2<sup>nd</sup> year students respectively. Comments made in relation to youth culture, study, business and globalisation were few with the exception of the 3<sup>rd</sup> year students, 19% of whom stated that they used English terms because they were students of English and presumably had more access and therefore a greater tendency to use English terms.

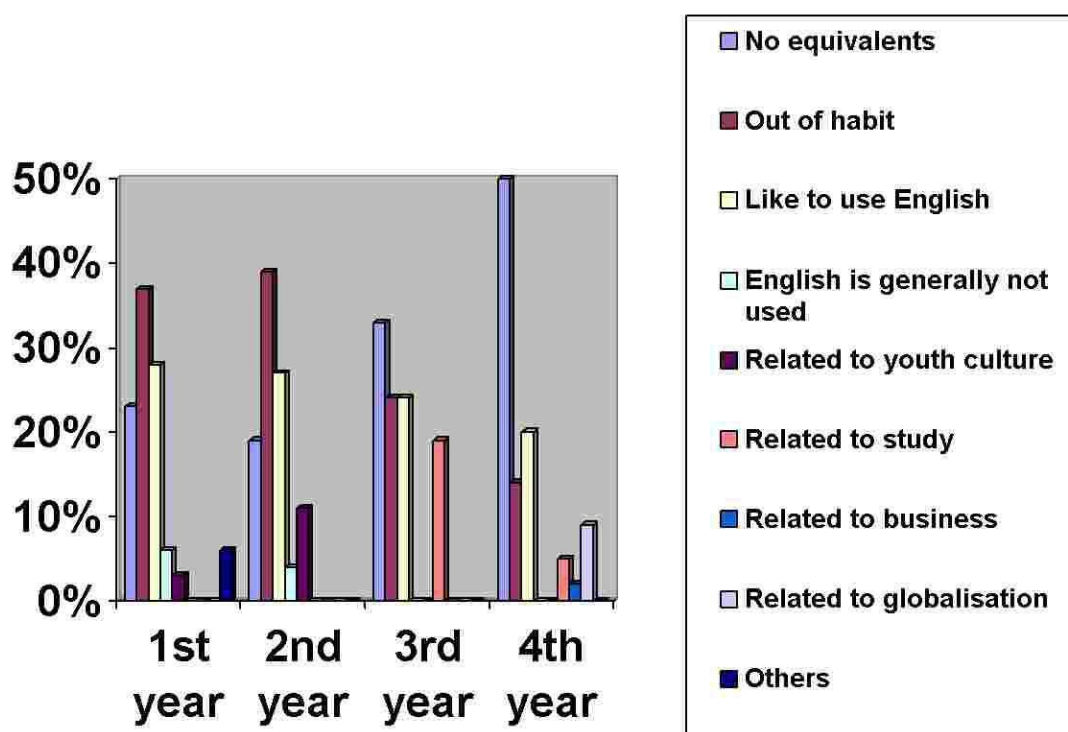
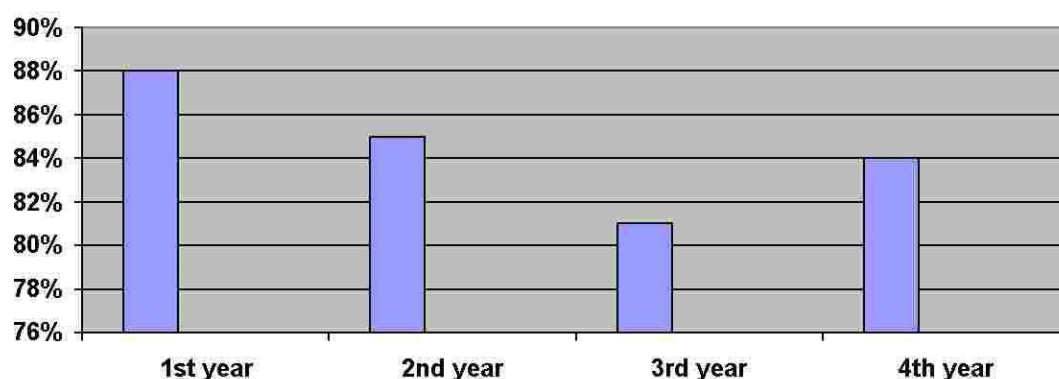


Figure 26: Percentage of English Preference over Portuguese

If the percentages for categories one to three (no equivalents, out of habit and because students like to use English terms) are collated, as they clearly represent students' positive perceptions of the use of English borrowings in their Portuguese discourse, the results can be seen in Figure 27. The percentages indicate a consistent pattern across the years, with over 80% of students across all years having a positive attitude towards English use.



**Figure 27: Collated Percentages of Categories**

*Question 13: What does the use of those words make you feel?*

Question 13 was included in the questionnaire in order to ascertain whether the use of English borrowings evoked a distinct feeling in the students who used them and whether that feeling was positive, negative or whether their use did not produce a particular sentiment. Before collating this information, four categories were initially drawn up to divide the answers supplied by the students: positive, negative, neutral and finally both positive and negative. After having divided all the answers given by the students, no students had mentioned that there were positive and negative aspects to the use of English terms in their Portuguese discourse. One can conclude that the initial feeling students had in relation to this issue was very clear cut and therefore they had not really considered that there could be two sides to the issue. Table 31 shows the absolute numbers of students whose comments were perceived to be either positive, negative or neutral.

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<i>Positive</i>	11	10	9	24
<i>Negative</i>	3	1	0	3
<i>Neutral</i>	17	13	7	14
<b><i>TOTAL</i></b>	31	24	18	41

**Table 31: Students' Feelings towards English Use**

Due to the varying number of students in each year, the numbers were transferred into percentage terms to indicate the proportion of students who had positive, negative or neutral feelings in relation to the use of English terms, the results of which can be seen in Table 32.

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<i>Positive</i>	35%	42%	50%	59%
<i>Negative</i>	10%	4%	0%	7%
<i>Neutral</i>	55%	54%	39%	34%
<i>Others</i>	0%	0%	11%	0%
<b><i>TOTAL</i></b>	100%	100%	100%	100%

**Table 32: Percentages of Students' Feelings towards English Use**

If these numbers are plotted on a graph, it is possible to observe a trend in the feelings towards the use of English borrowings and can be seen in Figure 28. The results are interesting in that they show that generally, there are very few students who have a negative attitude towards the use of English in their discourse with the scores across the years all being under 10% and going down to 0% for the third year students.

In relation to the negative comments, one 1<sup>st</sup> year student's comment was *'Sometimes I feel I am 'betraying' my own language, but most of the time their use is so natural that I don't even realise I am doing it'* while a 2<sup>nd</sup> year student stated that *'It makes me feel that there should be more expressions in the Portuguese language.'* Other comments included the following from a 3<sup>rd</sup> year student *'I don't feel very good, I feel that I am obliterating the original meaning of my language.'*



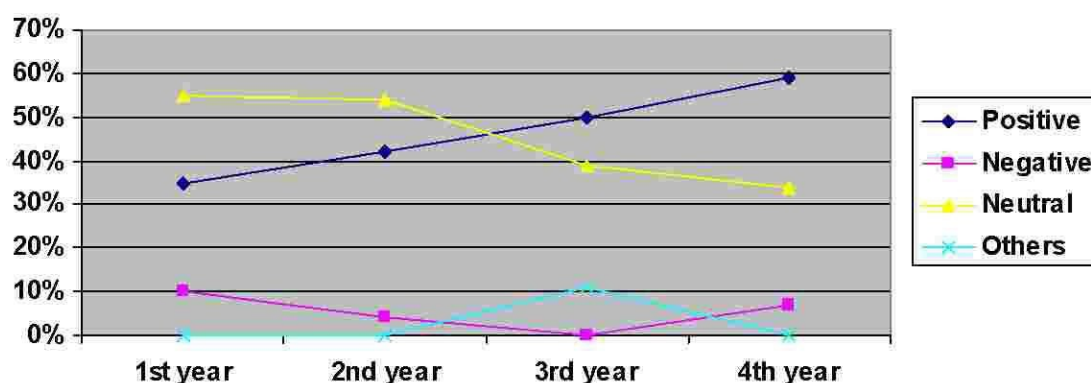


Figure 28: Percentages of Students' Feelings towards English

Figure 28 also shows two very clear tendencies: the first is that as students move from 1<sup>st</sup> to 4<sup>th</sup> year, there is a decrease in their feelings of neutrality in relation to the use of English borrowings, from 55% to 34%. In comparison, the positive comments students made increased steadily from 1<sup>st</sup> to 4<sup>th</sup> year, with percentages increasing from 35% to 50%. The fact is that many of the comments made by students indicate that English borrowings can improve their English or that they make them feel *'Integrated'* (1<sup>st</sup> year student), but others are also directly related to the world today and to communicating in a globalised world. These include *'I feel as if I were part of my 'era' and sometimes less ridiculous,' 'It makes me feel at ease, gives me confidence when speaking English and I feel better adjusted to the world today' and 'It makes me feel integrated both in society and in the knowledge of other countries and cultures. To me it is a sign of personal and cultural progress and development'* (1<sup>st</sup> year students). These comments reinforce the idea that the students put forward which is one of openness and acceptance of globalisation and how important it is to communicate in today's world.

Comments from 2<sup>nd</sup> year students varied somewhat in that they include references to personal identity, *'It's part of my identity'* and *'Personal fulfilment,'* and to creating an environment in which they feel they can communicate: *'they are used to create a more relaxed environment'* or state that the borrowings capture *'the essence of the word.'* Comments from 3<sup>rd</sup> year students are similar to those given by 1<sup>st</sup> year students in that they

refer to the phenomenon of globalisation and how young people are open to new cultures and fully aware of the importance of communication nowadays, with references to the fact that *'it is important to make languages alive and mobile in order to innovate and facilitate understanding among different cultures'* and that *'Many of them are synonymous with contemporary society and knowledge.'* References are also made to the students feeling better about themselves in that the use of English words *'allows an 'intelligent' air to transpire'* or that makes them feel like *'a person who has a good command of both Portuguese and English.'* However, there is also an indication that they are aware that English borrowings are not understood by everyone and that they are only used with *'people who also understand those expressions ... although the fact that those words are not known by some people does not make [them] feel 'superior ... because [they] don't use them with people who do not understand them.'* This shows that in spite of students' answers stating that English terms are often used unconsciously, there is a linguistic choice involved, which is dictated by the setting.

In relation to the comments made by 4<sup>th</sup> year students about what the use of English borrowings in their Portuguese discourse made them feel, some students included the idea of group identity stating that they are *'informed and up-to-date and it makes [them] feel part of a group.'* However, the vast majority of student comments focus instead on the importance of English as a *lingua franca* and how important it is to be open to multiculturalism with comments such as *'Their use obviously doesn't put me on a pedestal, but I feel that I have some cultural diversity and it makes me feel somewhat developed and not in a cultural limbo,'* or that *'It makes me feel that I have some knowledge about certain areas and more open to today's global world, where English is universal.'* Along with comments about English making students *'feel part of the globalised world'* one pointed out that *'As a language student, it helps me to feel like a real polyglot'* or that they feel they are *'Integrated in the world, understood by everyone [and able to] speak universally.'* This idea of openness is summed up succinctly in the comment of one student who stated that *'It makes me feel that something in Portugal 'mattered' and that in fact, our country is open to innovation and modernity.'* In the words of another 4<sup>th</sup> year student *'It makes me feel as if I*

*am outside this 'field' [box] we call Portugal.'* There seems to be a desire and need to communicate with the world outside the students' national borders and that English is the means through which they can achieve that. As one student put it, English is *'sometimes the only alternative to Portuguese.'* These comments, as well as showing that students have a very positive image of English and perceive it to be an important means of communication, both locally and globally.

*Question 14: Please use the space below to add anything else you feel is important.*

Question 14 was included in the questionnaire to give students an opportunity to add extra comments if they wished to. Out of a total of 42 1<sup>st</sup> year students, 7 (17%) chose to add an extra comment in question 14. Student comments may be read in full in Appendix 18 but for the purpose of analysis are divided here into broad areas to understand the general points students made. The four areas in the 1<sup>st</sup> year responses fall into the following four areas: firstly, the spread of English and the importance of globalisation, where students feel that *'Portugal is more open to English and that is very important for the development of the country in general'* or that *'people don't go anywhere without knowing English. It is one of the demands of today's society.'* One student stated that *'The use of foreign borrowings is not limited to the use of English words but also French ones, and on rare occasions, Latin ones. It is a sign of multiculturalism, to which we are all exposed. Thank God!'* Once again, the belief is that foreign borrowings, mostly English ones, allow communication in today's global and multicultural societies. A second area refers to identity, with one student stating that languages *'have different identities [and ] to mix the two seems wrong to me, but there are feelings which are better expressed in one language than in another.'* The third area is concerned with the maintenance of Portuguese and that although English borrowings have crept into the Portuguese language, people should try to reduce their use to obtain *'a healthier' and more accurate language.'* The fourth and final area is intelligibility, where one student expresses their discomfort when using words that others do not understand. Even at this early stage in their university education, some students are aware that English terms are not understood by some people in society and there is an effort not to *'use them*



*all the time because [they] know that the education of some people does not allow them to understand the words, with [their] parents for example, who only have 4 years of schooling.'*

In relation to the comments made by 2<sup>nd</sup> year students, only 3 (10%) out of a total of 30 students, chose to add something extra to the questionnaire. Of the three comments, two suggested that the use of English was something positive, for example, the fact that *'There is nothing better than using terms such as 'sweet' when we like something.'* The third comment gives a totally different perspective, expressing the view that English has a negative effect in that *'many people use those words to make themselves feel more integrated or to show off their knowledge'* of the language.

As with 2<sup>nd</sup> year students, only 3 students from the 3<sup>rd</sup> year (14%) added a comment in question 14. One comment indicated that English is used *'so naturally that it is as if it were part of the Portuguese language,'* with another adding that *'at least in youth culture, [it is] simply natural,'* indicating that the student feels that English borrowings are used consistently by youth culture. The third comment on the other hand refers to the importance of maintaining their mother tongue and that very often, *'young people have a tendency of not using Portuguese correctly, which is an embarrassment to our country.'* However, the student goes on to add that despite concerns about their mother tongue, *'English is slowly but surely taking over our vocabulary, which does not enrich [the] Portuguese [language] but enriches the Portuguese 'polyglot spirit'.'* There is, once again an obvious reference to how essential it is to be open to the world outside Portugal and how English is the vehicle which will allow that connection.

The largest input in relation to question 14 was from the 4<sup>th</sup> year students, where 16 (35%) students responded to it. This shows that a significantly higher proportion of students in the 4<sup>th</sup> year chose to comment when compared to years one to three. As with the comments from the previous years, the responses were divided into categories in order to obtain a clear idea of which issues the students felt were important in relation to English borrowings

in their Portuguese discourse and the issues students broached show a heightened awareness of the consequences of the inclusion of foreign borrowings in their native language and why that phenomenon may occur.

The first area includes positive feelings towards the use of English in that it helps to improve the student's competence in the foreign language. The second area includes negative comments and mentions the fact that the use of foreign borrowings can be prejudicial to their native language in that *'the Portuguese language is devalued so much'* because people *'feel that foreign borrowings are 'better'.*' Another comment refers to the fact that the influence of English has a detrimental effect; not only on Portuguese, but also that *'the importance attributed to English has originated in people feeling indifferent towards other languages.'*

Other comments included positive and negative views of English and mentioned that *'the use of English words is a double edged sword [in that] It can devalue the Portuguese language while at the same time show how well we keep up with the times'* and that the *'adoption of new words in our language is important so that it can evolve'* in order to facilitate communication. However, these students are careful to state that the preservation of their native language is of utmost importance because *'excessive use may lead to the loss of the identity of the language which adopts those terms.'* These students show a heightened awareness of the importance of adopting a global language in order to facilitate communication but are also conscious of the link between language and culture and how the excessive use of a foreign language can be detrimental to their native language.

A third area is intelligibility, where one student's comment emphasises the importance of comprehension on the part of the listener for English borrowings to be used. The majority of comments however, all into the fourth area, which refers to the importance of English as the *lingua franca* of the world. One student wrote that *'English is penetrating the frontiers of globalisation and today English is the most important language on a communicative level and the inclusion of those terms serves to show the impact it has on our daily lives.'*

As the students who completed this questionnaire were taking an LBM degree, which has a strong focus on international business and intercultural competence, it is natural that their perceptions of English are more global than local. One particular student mentioned that *'this study is really important, both for Portuguese and for English. [because] It ... shows that English has become more and more a language of the world for the world.'* Another student commented that *'English is and will continue to be an important language for the future of Portugal.'* One final comment was interesting in that there is a specific reference to youth culture and to the sources of English borrowings in young people's Portuguese discourse. They state that *'English words are used, most of the time, in urban contexts by youth, which is quite sensitive to media phenomena such as the cinema (English language films) and music (currently, hip-hop influences young people quite a lot).'* This shows great insight and maturity, not only in terms of the reasons and consequences of English language use but also in terms of the origins of those words and how they are linked primarily to youth culture, specifically in urban contexts.

The results of the questionnaire given to students of the LBM degree across all four years show that there is an awareness of the extensive use of English borrowings in the Portuguese discourse of young people, in some cases a greater awareness of their use by others than by themselves. Despite many students saying that they use English terms unconsciously or out of habit, the responses to some of the questions clearly show that young people have a wide range of vocabulary at their disposal and there is linguistic choice depending on the situation and the register appropriate to each setting.

#### **4.4.6 Discussion of Results**

This dissertation set out to investigate how English is used in the oral discourse of groups of university students in Portugal. A number of specific research questions underpinned the research, all of which have been addressed, with a greater or lesser degree of effectiveness. The first main research question dealt with the issue of which borrowings university

students used. In addition to this main research question, five further sub-questions, all of which related directly or indirectly to the creation of a Word Bank of borrowings as well as the settings in which those borrowings were used. The research gave data to produce a Word Bank of English borrowings used by the groups and a focus questionnaire was given to obtain a more detailed analysis of the extent to which and the reasons for the English usage.

In relation to the English borrowings which were used by students, the most frequently used words were compared across universities and the results showed a similarity in the top five words used by different groups. The words which appeared in the top five were mostly greetings and fillers, and, contrary to what was expected, were terms which were used in mainstream Portuguese society. However, the remaining words showed some differences, particularly with the students from Évora University, with a number of business related words used. The fact that the Évora group were made up of a large proportion of Business Management students may indicate that the choice of content words may be related to areas of study. Looking at the whole range of English borrowings, the majority of words used are nouns and come from a wide range of areas. It was difficult to come to any conclusions in relation to possible gender differences due to the discrepancy in the male/female proportions, but in the Évora group, where there was a more even division (55% male and 45% female), there were some clear gender differences with some words used exclusively by males and others almost entirely by females. The findings in relation to who English borrowings are used with and in which contexts showed that they are used primarily with friends/partners and university colleagues, but also with family and teachers. English borrowings are used primarily in informal settings, with the university, café and home given as the places where most of them are used as well as online. The results also showed that they were used in informal situations, when going out and in everyday conversation.

The second research question dealt with the issue of constructing a common social youth identity and the sub-questions dealt with the most influential sources of English borrowings and the students' reasons for and attitudes towards their use. The most influential sources

for English terms used in Portuguese discourse were the Internet, television and music. Contrary to what was initially expected, students did not perceive other students to be a source of English terms. Overall, there was a strong positive sentiment in relation to English usage, particularly in view of the fact that English is perceived to be the means through which global communication is achieved. The students do not seem to attribute the use of English to the construction of a youth culture but do believe that the fact that English is today's *lingua franca* is the most important reason for their use of these borrowings. What was most surprising was the fact that students seem to be very open to the outside world and that communication with people abroad is seen as something positive which should be encouraged. In relation to the preference of English terms over their Portuguese equivalents, there seems to be an increased awareness of the increased use of English borrowings as students move up their degree, but they mentioned the supposed lack of Portuguese equivalents or that the English terms sounded better or allowed them to express themselves in ways which the Portuguese could not. There were however, questions raised in relation to the purity of the Portuguese language and the consequences that the increased use of foreign terms may have on their native language in the future.

The final research question dealt with the continuity or not of the English terms used by undergraduates when they finished their degree and moved into the workplace. The results obtained came from a limited number of graduates, which means that the findings are not particularly representative of that group. However, the indication is that there does not seem to be much change in the words used by graduates and undergraduates. Apart from sharing some of the words in the top five list, the groups with whom the English borrowings are used are similar and with the exception of work contexts, the settings in which they occur are similar too. This means that there does not seem to be a discontinuity in the words used, although the fact that the graduates only finished their degree recently is a possible explanation'.

The most gratifying aspect of this study however, did not have to do with the data but the attitudes of the Aveiro University students who collaborated in the study. Many of the

participants were or have been my students since they completed the tables and questionnaires. I am frequently asked details about the project and when it will be completed, if I can pass on the results to them so that they can see what peers said about this issue. There seems to be genuine interest in this study, perhaps because there seems to be genuine interest on the part of teachers in relation to the language that they use. This indicates that these university students are not only grateful that they are the object of research but also that they are being taken seriously (for once?) as part of the larger community, with something useful to give to society. Another perspective could be that the study itself has caused them to think about the issue more and has raised these students' awareness of their and their peers' use of English in their Portuguese discourse.

## 5 Conclusions

A large number of graduates and undergraduates were contacted in order to obtain the maximum amount of data possible. Due to the low percentage of responses from some groups of students, very little feedback was obtained which limits the representativity of some of the data collated in this study. The findings refer to a specific social group and will therefore have a limited geographical and historical relevance. However, that said, language constitutes social identity and social identities should be seen as resources with which people express themselves. The distinctive speech patterns of young people mean that new words from English are coined regularly and inserted into their native discourse. There is also innovative use of already established words to distinguish youth from other groups and peers. Up to recently, social identities were defined in terms of social or political issues, but now other features, including age can be criteria which help define identity. The subordinate classes have always negotiated space for the co-existence of their own values within the dominant community and identity and group membership enables youth to experience, in this case through language, an alternative form of social reality.

This project shows that English is not only widespread and the language of power, economics and the financially able, but belongs to the people too. Young people nowadays feel that English is the language of youth – they use English words and expressions to express themselves in way which Portuguese cannot. English has for some time now been perceived to be the language through which countries communicate, treaties are forged and international relations take place. It is present in the echelons of power and is the means through which major political decisions which affect the whole planet are made. However, English takes on a whole new dimension when it is used by youth. English is the language of communication in the world, but youth seems to systematically refuse to openly contemplate the idea that it might be something young individuals share. It would seem that there is extensive English usage but the findings reveal that youth does not feel empowered



by it. Youth does have the power to coin new terms and expand meaning but it does not seem to be aware of that fact.

The youth culture of today has an advantage when compared to previous generations in that it has access to a wealth of information which has allowed individuals to gain an insight into the complexities of the world in which they live, and not just their immediate surroundings. They have had the opportunity to see if not experience how young people live in different parts of the world, which has strengthened their knowledge of the need to communicate with people outside their own borders. English, for the youth of today, is the means through which they can gain access to the world 'outside' and become part of the global village that this planet has become. They are living the consequences of the technical revolution which has changed the way we see ourselves and others and are open to difference and change in a way that previous generations were not. Therefore, it is of vital importance that studies into the language of youth and the repercussions of that use are developed. This project is, to use a cliché, only the tip of the iceberg to understanding how and why youth today all over the world use English, but it is essential that work in this area continues.

## **5.1 Future Considerations**

The data collated in this dissertation is limited and only represents a small sample of the usage of English in Portuguese discourse by university students. However, it does show that English plays an important role in placing young people in the world today. This project was undertaken with students primarily from the area of Humanities, but the findings indicate that research into other areas of study on a larger scale would also render interesting results, particularly in relation to study area specific language and gender difference. Other differences which could be looked into would be to actually carry out a study in which the words themselves were analysed, both grammatically and semantically, to ascertain which areas they originated from, the forms and meanings in the target language and in what ways they differed from the same words in the source language.

It is important not to ignore the fact that analysis sometimes overlooks the context and it is important to understand the relevance of the communicative purpose in discourse. So, another interesting avenue for research would be to carry out more ethnographic research to take this study a step further and move from students' perceptions of their language use to observing real language use in context. This would also raise the issue of the role that expletives play in the everyday lives of young people. Many university students stated that in spite of using swear words regularly, they did not feel comfortable writing them down so an ethnographic study would identify how often and in what settings expletives were used. Ethnographic observation, together with focus group interviews, which would provide a forum for students to exchange opinions and give them an opportunity to reflect upon what they and their peers do thus revealing fascinating information of the use of English in Portuguese discourse.

## 6 Bibliographical references

- Achebe, C. (1966). Things Fall Apart. London, Heinemann.
- Adamo, G. (2005). "Globalization, terrorism, and the English language in Nigeria – The other face of English in the world." English Today **21**(4): 21 - 26.
- Alexander, N. (2000) "Where English can serve but not empower." **Volume**, DOI:
- Allan, K. and K. Burridge (2007). Forbidden words Taboo and censoring of language. Cambridge, Cambridge University Press.
- Androutsopoulos, J. (2006). Online Hip Hop Culture. Contemporary Youth Culture - an international encyclopedia. S. Steinberg, Parmar, P & Richard B. Westport, Greenwood. **1**: 171 - 234.
- Bausinger, H. (1999). Intercultural Demands and Cultural Identity. Language, Culture and Identity. T. Vestergaard. Aalborg, Denmark, Aalborg University Press 11 - 23.
- Bennett, A. K.-H., K (2004). Introduction. After Subculture - Critical studies in contemporary youth culture. A. K.-H. Bennet, K. Palgrave Macmillan, Basingstoke.
- Bhatt, R. (2001) "World Englishes." Annual Review of Anthropology **Volume**, 527 – 550 DOI:
- Bowker, L. P., J (2002). Working with Specialised Corpora – A practical guide to using corpora London, Routledge.
- Chambers, J. K. (1997). Sociolinguistic theory - linguistic variation and its social significance. Oxford, Blackwell.
- Cortés (2005). "Dame un hamburger plain con ketchup y papitas." English Today **82** **21**(2): 35 - 42.

- Dahl, S. (2004) "Intercultural Research: The Current State of Knowledge" **Volume**, DOI:
- Dovring (1997) "English as lingua franca double talk in global persuasion" Praeger Publishers Westport (CT) 0-275-95878-7
- Duncan, S. (2006). Language and Identity in Youth Culture. Contemporary Youth Culture - An International Encyclopedia. S. Steinberg, Parmar, P & Richard B. Westport, Greenwood. 1: 37 - 41.
- Eoyang, E. (1999) "The Worldliness of the English Language: A Lingua Franca Past and Future." **Volume**, DOI:
- Franceschini, R. (1998). Code-Switching and the Notion of Code in Linguistics: proposals for a dual focus model. Code-Switching in Conversation - Language, interaction and identity. P. Auer. London, Routledge: 51 - 75.
- Gaines, D. (1994). Border Crossing in the U.S.A. Microphone Friends - Youth Music & Culture. A. R. Ross, T. New York, Routledge: 227 - 234.
- Giampara, F. (2006). The Politics of Identity, Representation, and the Discourses of Self-identification: Negotiating the Periphery and the Center. Negotiation of Idnetities in Multilingual Contexts. A. B. Pavlenko, A. Clevedon, Multilingual Matters: 192 - 218.
- Graddol (2000). The Future of English? A guide to forecasting the popularity of the English language in the 21st century, The British Council.
- Graddol, D., Cheshire, J. & Swann, J. (1998). Describing Language. Buckingham, Open University Press.
- Graedler, A. (1996). Morphological, Semantic and Functional Aspects of English Lexical Borrowings in Norwegian. Oslo, Norway, Oslo University.

- Gudykunst, W. (1998). Bridging Differences – Effective Intergroup Communication. California, USA, Sage.
- Gudykunst, W. B. T.-T., S (1996). Communication in Personal Relationships Across Cultures: An Introduction. Communication in Personal Relationships Across Cultures. W. B. Gudykunst, Ting-Toomey, S & Nishida, T California, USA, Sage: 3 - 16.
- Hall, B. J. (2005). Among Cultures – The Challenge of Communication Belmont, USA, Thomson Wadsworth.
- Hall, S. J., T, Ed. (1976). Resistance Through Rituals - Youth subcultures in post-war Britain. London, Harper Collins Academic.
- Hanson, J. (1997). The mother of all tongues [review of David Crystal *English as a Global Language*]. Times Higher Education Supplement **1288**.
- Herr, K. (2006). Problematizing the "Problem" Teen - Reconceptualizing adolescent development. Contemporary Youth Culture - an international encyclopedia. S. Steinberg, Parmar, P & Richard B. Westport, Greenwood. **1**: 47 - 56.
- Hetherington, K. (1998). Expressions of identity space, performance, politics. London, Sage.
- Hurst, N. (2002). O uso da língua estrangeira na zona metropolitana do Porto - Portugal. Preliminary report. Arolínguas. Línguas: Futuro Mais-Que-Perfeito Actas do VI Encontro da Associação Portuguesa de Professores de Línguas Estrangeiras no Ensino Superior, Aveiro, Portugal Gráfica Maiadouro.
- Hymes, D. (1994). Toward Ethnographies of Communication. Language and Literacy in Social Practice. J. Maybin. Cleveland, Multilingual Matters: 11 - 22.
- Jenkins, J. (2003). World Englishes - a resource book for students. London, Routledge.

- Jorgensen, J. N. (1998). Children's Acquisition of Code-Switching for Power-Wielding. Code-Switching in Conversation - Language, interaction and identity. P. Auer. London, Routledge: 237 - 258.
- Kachru, B. (1995) "The Intercultural Nature of Modern English " **Volume**, DOI:
- Kamwangamalu, N. (2003). "Globalization of English, and language maintenance and shift in South Africa." International Journal Soc. Language **164**: 65 - 81.
- Kim, J. (2006). English and U.S. Culture. Contemporary Youth Culture - an international encyclopedia. S. Steinberg, Parmar, P & Richard B. Westport, Greenwood. **2**: 595 - 600.
- Kramsch, C. (2003). Language and Culture Oxford, UK, Oxford University Press.
- Labov, W. (1972). Sociolinguistic patterns Pennsylvania, USA, University of Pennsylvania Press.
- Long, M. H. (2003). Ebonics, Language, and Power. Language and Social Identity. R. K. Blot. Westport, Praeger: 147 - 170.
- Maltz, D. M. B., R A (1982). A Cultural Approach to Male-Female Miscommunication. Language and Social Identity. J. Gumperz. Cambridge, Cambridge University Press: 196 - 216.
- Modiano, M. (2003). "Euro-English: A Swedish Perspective." English Today **74** **19**(2): 35 - 41.
- Norton, B. (2000). Identity and language learning gender, ethnicity and educational change. Harlow, Pearson ESL.
- O'Driscoll, J. (2002). Tyrannosaurus Rex? The supposed invasion of English in continental Europe. Aprolenguas. Línguas: Futuro Mais-Que-Perfeito Actas do VI Encontro da

Associação Portuguesa de Professores de Línguas Estrangeiras no Ensino Superior.

G. H. Moreira, S. Aveiro, Portugal Gráfica Maiadouro: 255 - 280.

Oikonomidis, A. (2003). "The Impact of English in Greece." English Today 74 **19**(2): 55 - 61.

Onysko, A. (2004). "Anglicisms in German: from iniquitous to ubiquitous?" English Today 77 **20**(1): 59 - 64.

Pennycook, A. (2003). Beyond Homogeny and Heterogeny - English as a Global and Worldly Language. The politics of English as a world language new horizons in postcolonial cultural studies. C. Mair. Amsterdam, Rodopi: 3 - 17.

Phillipson, R. (1992). Linguistic Imperialism. Oxford, Oxford University Press.

Phillipson, R. (1999). "Voice in Global English: Unheard chords in Crystal loud and clear [review of *David Crystal English as a Global Language*]." Applied Linguistics **20**: 265 - 76.

Pinto, S. (2005). Imagens das línguas estrangeiras de alunos universitários portugueses Didactics. Aveiro, Aveiro.

Poveda, D. (2006). Language and Talk. Contemporary Youth Culture - an international encyclopedia. S. Steinberg, Parmar, P & Richard B. Westport, Greenwood. **1**: 41 - 46.

Risager, K. (1999). Language and Culture: Disconnection and Reconnection. Language, Culture and Identity T. Vestergaard. Aalborg, Denmark, Aalborg University Press: 83 - 98.

Risager, K. (2006). Language and Culture: Global Flows and Local Complexity. Clevedon, Multilingual Matters.



- Roberts, D. (1995). Youth Culture. Fast-moving Currents in Youth Culture L. J. Francis, Kay, W., Kerbey, A. & Fogwill, O. . Oxford, Lynx Communications: 15 - 18.
- Saville-Troike, M. (1993). The Ethnography of Communication - An introduction. Oxford, Blackwell.
- Sebba, M. (1993). London Jamaican. London, Longman.
- Seidlhofer, B. J., J (2003). English as a Lingua Franca and the Politics of Property. The Politics of English as a World Language - New horizons in postcolonial cultural studies. C. Mair. Amsterdam, Rodopi: 140 - 154.
- Skutnabb-Kangas, T. (2001) "Murder that is a threat to survival " Guardian Volume, DOI:
- Soderberg, A. (1999). Do National Cultures Always Make a Difference? Theoretical Considerations and Empirical Findings Related to a Series of Case Studies of Foreign Acquisitions of Danish Companies. Language, Culture and Identity. T. Vestergaard. Aalborg, Denmark, Aalborg University Press 137 - 171.
- Steinberg, S., Parmar, P & Richard B, Ed. (2006). Contemporary Youth Culture - An International Encyclopedia. Westport, Greenwood.
- Stenström, A.-B., G. Andersen, et al. (2002). Trends in teenage talk corpus compilation, analysis and findings. Amsterdam, John Benjamins.
- Subryan, C. (2006). Identity. Contemporary Youth Culture - An International Encyclopedia. S. Steinberg, Parmar, P & Richard B. Westport, USA, Greenwood Press. 2: 674.
- Ting-Toomey, S. C., L (1996). Cross-Cultural Interpersonal Communication: Theoretical trends and Research Directions. Communication in Personal Relationships Across Cultures W. B. Gudykunst, Ting-Toomey, S & Nishida, T. California, USA, Sage: 237 - 261.

Toolan, M. (1997). "Recentring English: New English and Global." English Today **13**(4).

Viseu, P., Polytechnic of Viseu

Wei, L. (1998). The 'Why' and 'How' questions in the Analysis of Conversational Code-Switching. Code-Switching in Conversation - Language, interaction and identity. P. Auer. London, Routledge: 156 - 176.

Widdicombe, S. W., R (1995). The Language of Youth Subcultures: Social Identity in Action. Hertfordshire, Harvester Wheatsheaf.

## *Appendix 1: Pilot Questionnaire 1*

### Questionário

Caro Estudante,

O objectivo deste questionário é obter informações sobre a utilização de palavras inglesas no discurso de jovens portugueses no âmbito de um trabalho para o Mestrado em Estudos Ingleses. O preenchimento não deve demorar mais que 10 minutos e gostaria de agradecer a sua colaboração neste projecto.

Margaret Gomes

Aveiro, 9 de Janeiro de 2006

Nome \_\_\_\_\_

Sexo: \_\_\_\_\_

Idade: \_\_\_\_\_

Naturalidade : \_\_\_\_\_

Que ano do curso de LRE frequenta? \_\_\_\_\_

Quantos anos de inglês tem? \_\_\_\_\_

Já viveu no estrangeiro? \_\_\_\_\_

Se respondeu afirmativamente, diga onde e durante quanto tempo: \_\_\_\_\_

A seguinte lista contém palavras inglesas. Preencha a seguinte tabela de acordo com a utilização destas palavras no **discurso de jovens portugueses**, por exemplo 'Vou prá *night*':

<i>Palavra</i>	<i>Utilizo</i>	<i>Gosto de utilizar</i>	<i>Não Utilizaria</i>	<i>Nunca utilizo</i>	<i>Não conheço</i>	<i>Ouve outros jovens utilizar estas palavras?</i>	
						<i>Sim</i>	<i>Não</i>
manaço							
night							
crew							
people							
look							
slot							
come on							
fashion							
man							
hello							
cool							
in							
brother							
must							
gang							
light							
pack							
feeling							
baby							
nice							
ya/yah/yeah							
tuning							
dread							

**Responda no verso às seguintes questões:**

1. Escolha da lista as cinco palavras que mais utiliza e escreva para cada uma delas uma breve definição e uma frase mostrando a sua utilização em contexto.
2. Em que situações é que utiliza estas palavras?
3. Com quem é que normalmente utiliza estas palavras?
4. Porque é que utiliza estas palavras em vez de as suas equivalentes portuguesas?

## Appendix 2: Pilot Questionnaire 2

### Questionário

Caro Estudante,

O objectivo deste questionário é obter informações sobre a utilização de palavras inglesas no discurso de jovens portugueses no âmbito de um trabalho para o Mestrado em Estudos Ingleses. O preenchimento não deve demorar mais que 10 minutos e gostaria de agradecer a sua colaboração neste projecto.

Margaret Gomes

Aveiro, 9 de Janeiro de 2006

Nome: \_\_\_\_\_

Sexo: \_\_\_\_\_

Idade: \_\_\_\_\_

Naturalidade: \_\_\_\_\_

Que ano do curso de LRE frequenta? \_\_\_\_\_

Quantos anos de inglês tem? \_\_\_\_\_

Já viveu no estrangeiro? \_\_\_\_\_

Se respondeu afirmativamente, diga onde e durante quanto tempo: \_\_\_\_\_

A seguinte lista contém palavras inglesas ou de origem inglesa. Preencha a seguinte tabela de acordo com a utilização destas palavras no **discurso oral de jovens portugueses**, por exemplo 'Vou prá *night*':

<i>Palavra</i>	<i>Utilizo</i>	<i>Gosto de Utilizar</i>	<i>Não utilizaria</i>	<i>Nunca Utilizo</i>	<i>Não conheço</i>	<i>Ouve outros jovens utilizar estas palavras?</i>	
						<i>Sim</i>	<i>Não</i>
night							
light							
crew							
people							
look							
slot							
come on							
fashion							
man							
hello							
cool							
In							
brother							
must							
gang							
manaço							
pack							
feeling							
baby							
nice							
ya/yah/yeah							
tuning							

**Responda no verso às seguintes questões:**

1. Escolha da lista as cinco palavras que mais utiliza e escreva para cada uma delas uma breve definição e uma frase mostrando a sua utilização em contexto. Em alguns casos, poderá ser atribuído mais que um sentido. Nesses casos, demonstre as múltiplas utilizações (evite uma aproximação ao exemplo acima referido). Consegue acrescentar mais palavras à lista?

2. Com quem é que normalmente utiliza estas palavras?

3. Com quem não utilizaria estas palavras?

4. Porque é que utiliza estas palavras em vez de as suas equivalentes portuguesas?

### *Appendix 3: Interview Script*

1. Como se chamam?
2. Que idade têm?
3. De onde são?
4. Alguma vez viveram no estrangeiro, e se sim, quanto tempo?
5. Foi a primeira vez que viveram fora de casa quando vieram para a universidade?
6. Qual é a vossa percepção da língua inglesa?
7. O que acham da ideia da língua inglesa como língua franca ou língua internacional?
8. Acham que a aprendizagem do inglês é mais ou menos importante do que outras línguas que aprendem (por exemplo, alemão, francês, espanhol, árabe e chinês) e porquê?
9. Essa percepção mudou desde que começaram o curso de Línguas & Relações Empresariais?
10. Acham que a vossa percepção enquanto estudantes de línguas é diferente que a de estudantes de outros cursos ou de outros jovens que não estudam?
11. Utilizam frequentemente palavras inglesas ou de origem inglesa no vosso discurso em português?
12. Têm consciência que o estão a fazer ou acham que é uma escolha involuntária?
13. Mais ou menos quando é que começaram a utilizá-las?
14. Diriam que utilizam mais palavras inglesas desde que começaram a universidade do que antes e porquê?
15. Os vossos amigos e conhecidos utilizam as mesmas palavras que vocês ou acham que há diferenças entre grupos diferentes (por exemplo grupos que ouvem música diferente, que vestem roupa diferente ou diferenças entre o sexo feminino e o sexo masculino)?
16. Há mais grupos além de pais com quem não utilizariam essas palavras? Porquê?
17. Há palavras inglesas utilizadas no discurso português que não utilizam? Porquê?

18. Porque é que utilizam as palavras inglesas em vez de as suas equivalentes portuguesas?
19. Acham que vão continuar a utilizar estas palavras depois de acabarem os vossos cursos superiores?
20. Podem acrescentar mais algumas palavras àquelas que estão na lista?

#### ***Appendix 4: Interview Questions Added to Script***

Questions added during interviews:

7. Acham que a língua inglesa é utilizada mais para ultrapassar barreiras ou para comunicar?
7. Acham que a língua inglesa está directamente ligada com a cultura Americana ou Britânica ou com a globalização?
15. Notam diferenças entre as palavras utilizadas por pessoas de diferentes partes do país?
15. Há palavras que conseguem identificar como palavras exclusivamente utilizadas por culturas ou grupos específicos de jovens?
15. Sentem que fazem parte de uma dessas culturas?
19. Acham que estas palavras alguma vez vão fazer parte da língua portuguesa?
19. Acham que este fenómeno é específico a Portugal ou acontece também noutros países?





Departamento de Línguas & Culturas  
Universidade de Aveiro

## ***Appendix 4: Mini-journal – undergraduates***

### **Mestrado em Estudos Ingleses: O Inglês e a Identidade Social entre Universitários Portugueses**

Olá! Chamo-me Margaret Gomes e sou docente no Departamento de Línguas e Culturas da Universidade de Aveiro. Estou neste momento a investigar a utilização de palavras inglesas no discurso português de universitários portugueses e gostaria de poder contar com a colaboração dos estudantes de línguas nas universidades do Porto, Évora e Aveiro.

Parte desta investigação consiste na recolha de dados fornecidos por universitários para criar um banco de palavras inglesas utilizadas no seu discurso português de norte a sul do país.

Para tal efeito agradecia o preenchimento da tabela na página seguinte com os seguintes dados durante um período de duas semanas:

- palavra(s)
- quem a(s) utilizou (por exemplo: 'eu' 'um colega de curso' 'um professor' etc.)
- com quem foi/foram utilizada(s) (por exemplo: 'um colega' 'os meus pais' 'um professor' etc.)
- em que contexto (por exemplo: 'na instituição de ensino' 'no café' 'em casa' etc.)

Após o preenchimento poderão enviar os documentos em formato digital através do meu endereço electrónico ou entregar os documentos manualmente ao vosso professor que fará com que os documentos cheguem a mim. Caso tenham algum interesse em saber os resultados desta investigação poderão enviar-me um mail para o endereço abaixo indicado que eu enviarei os resultados posteriormente.

Este tipo de investigação é muito importante pois por vezes o discurso de jovens não é suficientemente valorizado e este trabalho poderá dar uma perspectiva diferente sobre a utilização da língua inglesa pelos jovens, qual o motivo dessa utilização e qual o impacto dessa utilização a longo prazo nas línguas portuguesa e inglesa.

Resta-me agradecer a vossa colaboração!

Margaret Gomes

[mgomes@ua.pt](mailto:mgomes@ua.pt)

Departamento de Línguas e Culturas

Universidade de Aveiro

Campus de Santiago

3810-193 AVEIRO



**Mestrado em Estudos Ingleses:  
O Inglês e a Identidade Social entre Universitários Portugueses**

Instituição: \_\_\_\_\_

2



Departamento de Línguas & Culturas  
Universidade de Aveiro

## ***Appendix 5: Mini-journal – graduates***

### **Mestrado em Estudos Ingleses: O Inglês e a Identidade Social entre Universitários Portugueses**

Olá! Chamo-me Margaret Gomes e sou docente no Departamento de Línguas e Culturas da Universidade de Aveiro. Estou neste momento a investigar a utilização de palavras inglesas no discurso português de universitários portugueses e quais os efeitos a longo prazo dessa utilização.

Parte desta investigação consiste na recolha de dados fornecidos por ex-universitários para criar um banco de palavras inglesas utilizadas e fazer uma comparação com os termos utilizados por universitários de norte a sul de Portugal.

Para tal efeito agradecia o preenchimento da tabela na página seguinte com os seguintes dados durante um período de duas semanas:

- palavra(s)
- quem a(s) utilizou (por exemplo: 'eu' 'um colega de curso' 'um professor' etc.)
- com quem foi/foram utilizada(s) (por exemplo: 'um colega' 'os meus pais' 'um professor' etc.)
- em que contexto (por exemplo: 'na instituição de ensino' 'no café' 'em casa' etc.)

Após o preenchimento poderão enviar os documentos em formato digital através do meu endereço electrónico ou enviar-me por correio para o endereço abaixo indicado. Caso tenham algum interesse em saber os resultados desta investigação poderão enviar-me um mail para o endereço abaixo indicado que eu enviarei os resultados posteriormente.

Este tipo de investigação é muito importante pois por vezes o discurso de jovens não é suficientemente valorizado e este trabalho poderá dar uma perspectiva diferente sobre a utilização da língua inglesa pelos jovens, qual o motivo dessa utilização e qual o impacto dessa utilização a longo prazo nas línguas portuguesa e inglesa.

Resta-me agradecer a vossa colaboração!

Margaret Gomes  
[mgomes@ua.pt](mailto:mgomes@ua.pt)  
Departamento de Línguas e Culturas  
Universidade de Aveiro  
Campus de Santiago  
3810-193 AVEIRO



**Mestrado em Estudos Ingleses:  
O Inglês e a Identidade Social entre Universitários Portugueses**

Instituição: \_\_\_\_\_

[illegible]

Doc Nº	Word/Expression	Who uttered it/them	With whom
67	hello	self, friends, colleagues + parents	colleagues + parents
67	By the way	self, friends + colleagues	friends + colleagues
67	Bye	self, colleagues + parents	friends + parents
67	Hello!	self, colleagues + parents	friends + parents
67	Of course	self, colleagues + parents	colleagues + friends
67	Please	self, colleagues + parents	colleagues + friends
67	thanks	self, colleagues + parents	friends + parents
67	Yes	self, colleagues + parents	friends + parents
67	business	self, colleagues + friends	work colleagues
67	update	self, colleagues + friends	work colleagues
67	Babe	self + friends	friends + colleagues
67	C'mon	self + friends	friends + colleagues
67	Feeling	self + friends	friends + colleagues
67	Go on	self + friends	friends + colleagues
67	Miss U!	self + friends	friends
67	Sorry!	self + friends	friends
67	Vibe	self + friends	friends + colleagues
67	Cool	self + colleagues	friends + closer colleagues
67	corporate	self + colleagues	work colleagues
67	fashion	self + colleagues	degree and work colleagues + parents
67	forward	self + colleagues	work colleagues + friends
67	Give self a break!	self + colleagues	friends + closer colleagues
67	Nice	self + colleagues	friends + closer colleagues
67	No problem	self + colleagues	colleagues, friends + parents
67	Oh my God!	self + colleagues	friends + closer colleagues
67	refresh	self + colleagues	work colleagues
67	Relax	self + colleagues	friends + closer colleagues
67	Shit!	self + colleagues	friends + closer colleagues
67	tasklist	self + colleagues	work colleagues
67	To be on the safe side	self + colleagues	work colleagues + clients
67	Follow up	self	work colleagues
67	Love you	self	boyfriend
68	OK	Teachers and students	students
68	thanks	self + colleagues	colleagues
68	download	self	colleagues
68	reset	self	colleagues
68	site	self	colleagues
68	update	IT Teacher	students
68	overbooking	colleagues	self
68	downsizing	Business Administration Teacher	students
68	upselling	Business Administration Teacher	students
206	site	self, colleagues, friends, clients	colleagues, clients, friends
206	password	self, colleagues, friends	colleagues, friends, clients

206	feedback	self, colleagues, clients	colleagues, clients
206	input	self, colleagues, clients	colleagues, clients
206	outdoor	self, colleagues, clients	colleagues, clients
206	output	self, colleagues, clients	colleagues, clients
207	hello/hi	self, friends, colleagues	friends, colleagues, self
207	OK	self, friends, colleagues	friends, colleagues, self
207	Sorry	self, friends, colleagues	friends, colleagues, self
207	bye	self, friends	friends, self
207	coffee	self, friends	friends, self
207	do you want/need help?	self, friends	friends, self
207	kiss	self, friends	friends, self
207	No	self, friends	friends, self
207	Of course	self, friends	friends, self
207	Please	self, friends	friends, self
207	see you	self, friends	friends, self
207	thank you	self, friends	friends, café customers, self
207	very good	self, friends	friends, self
207	yes	self, friends	friends, self
207	Love you	self, boyfriend, friends	boyfriend, friends, self
207	miss you!	self, boyfriend	boyfriend, self
207	break a leg	self	friends, colleagues
207	girl	self	friends
207	goodnight	self	friends, colleagues
207	how are you?	self	friends, colleagues
207	nerd	self	colleagues
207	no idea	self	friends
207	sweet dreams	self	friends
208	beautiful	self, friends	friends
208	bike	self, friends	friends
208	boy	self, friends	friends
208	bye	self, friends	friends
208	car	self, friends	friends
208	cute	self, friends	friends
208	dear	self, friends	friends
208	dreams	self, friends	friends
208	eat	self, friends	friends
208	friend	self, friends	friends
208	girl	self, friends	friends
208	good morning	self, friends	friends
208	goodnight	self, friends	friends
208	happy	self, friends	friends
208	hello	self, friends	friends
208	how are you?	self, friends	friends
208	hungry	self, friends	friends

208	kiss	self, friends	friends
208	like	self, friends	friends
208	look	self, friends	friends
208	love	self, friends	friends
208	miss	self, friends	friends
208	no	self, friends	friends
208	Of course	self, friends	friends
208	OK	self, friends	friends
208	please	self, friends	friends
208	see	self, friends	friends
208	smile	self, friends	friends
208	speak	self, friends	friends
208	sweet	self, friends	friends
208	tell	self, friends	friends
208	thanks	self, friends	friends
208	wait	self, friends	friends
208	yes	self, friends	friends
209	homepage	self	friends, teachers
209	ok	self	work and friends
209	storyboard	multimedia teacher	students
209	high	husband	work
209	low	husband	work
209	fixe (from 'fish'?)	friends, mother-in-law (63, village)	circle of friends
209	bye	friend	self
209	love	friend	self
209	pink	friend	self
209	yes	friend	circle of friends
209	site	everyone	everyone
210	outline	self, colleagues, teachers	self, colleagues, teachers
210	storyboard	self, colleagues, teachers	self, colleagues, teachers
210	catering	self, colleagues, parents	colleagues, parents
210	self-service	self, colleagues, parents	colleagues, parents
210	hello	self, colleagues	colleagues
210	boring	self	parents
210	fashion	self	colleagues, parents
210	Ok	self	colleagues, parents
211	shame on you	self, friends, teacher	friends, in a class
211	whatever	self, friends	friends
211	men	colleagues	friends
211	nice	colleagues	colleagues



Situation	Comments	Sex	Age	Degree
any context		f	23	LRE
any context		f	23	LRE
any context		f	23	LRE
any context		f	23	LRE
any context		f	23	LRE
any context		f	23	LRE
any context		f	23	LRE
any context		f	23	LRE
in a work context		f	23	LRE
in a work context		f	23	LRE
among friends		f	23	LRE
among friends	wrote 'com'on'	f	23	LRE
among friends	as in 'Ter um feeling'	f	23	LRE
among friends		f	23	LRE
among close friends		f	23	LRE
when sth bad happens		f	23	LRE
among friends	as in 'Boa Vibe (vibration)'	f	23	LRE
any context		f	23	LRE
in a work context		f	23	LRE
at home, café, among close colleagues at work		f	23	LRE
at work or among friends with whom we want to exchange e-mails		f	23	LRE
any context		f	23	LRE
at home, café, among close colleagues at work		f	23	LRE
among friends		f	23	LRE
any context which involves sth upsetting		f	23	LRE
in a work context		f	23	LRE
at home, café, among close colleagues at work		f	23	LRE
any context which involves sth upsetting		f	23	LRE
in a work context		f	23	LRE
in a work context		f	23	LRE
at work		f	23	LRE
when things go well LOL		f	23	LRE
various		f	25	LRE
various		f	25	LRE
IT lesson		f	25	LRE
IT lesson		f	25	LRE
various		f	25	LRE
classes		f	25	LRE
hotel		f	25	LRE
classes		f	25	LRE
classes		f	25	LRE
at work, day to day		f		LRE
at work		f	isabelina	LRE

at work		f		LRE
at work		f		LRE
at work, day to day		f		LRE
at work		f		LRE
messenger, sms		f	22	LRE
home, messenger, sms		f	22	LRE
messenger, sms, conversation, home		f	22	LRE
messenger, sms, saying goodbye		f	22	LRE
home		f	22	LRE
home		f	22	LRE
messenger, sms, saying goodbye		f	22	LRE
home, messenger		f	22	LRE
home, messenger		f	22	LRE
home		f	22	LRE
home, messenger		f	22	LRE
home, café		f	22	LRE
home		f	22	LRE
messenger, home		f	22	LRE
messenger, sms, conversation		f	22	LRE
messenger, sms		f	22	LRE
university		f	22	LRE
messenger, sms, conversation		f	22	LRE
home, messenger		f	22	LRE
messenger, conversation		f	22	LRE
home, conversation		f	22	LRE
home		f	22	LRE
messenger, home		f	22	LRE
messenger		f	23	LRE
messenger		f	23	LRE
messenger, mobile		f	23	LRE
messenger, home, mobile, street		f	23	LRE
messenger		f	23	LRE
messenger, mobile		f	23	LRE
messenger, mobile		f	23	LRE
messenger, mobile		f	23	LRE
messenger, mobile		f	23	LRE
messenger, home		f	23	LRE
messenger, home, mobile		f	23	LRE
messenger, home, mobile		f	23	LRE
messenger, home		f	23	LRE
messenger, home, mobile	wrote 'Good night'	f	23	LRE
messenger		f	23	LRE
messenger, home, mobile, street		f	23	LRE
messenger, home, mobile		f	23	LRE
messenger		f	23	LRE

messenger, mobile		f	23	LRE
messenger, home		f	23	LRE
messenger, home		f	23	LRE
messenger		f	23	LRE
messenger, mobile		f	23	LRE
messenger, home, mobile		f	23	LRE
messenger, home		f	23	LRE
messenger, home, mobile		f	23	LRE
messenger, home, mobile, street		f	23	LRE
messenger, home		f	23	LRE
messenger		f	23	LRE
messenger		f	23	LRE
messenger, home, mobile		f	23	LRE
messenger, home, mobile		f	23	LRE
messenger, home, mobile, street		f	23	LRE
messenger, home		f	23	LRE
messenger, home, mobile		f	23	LRE
when referring to the first page of an Internet site		f	26	LRE
when I want to say 'está bem' - it's a short word		f	26	LRE
doing final project		f	26	LRE
when referring to air conditioning - hot on max.		f	26	LRE
when referring to air conditioning - cold on max.		f	26	LRE
many situations to mean 'that's fine' or 'great'	means 'cool' from 'fish'??	f	26	LRE
messenger to say goodbye		f	26	LRE
when looking at a photo 'é só love'		f	26	LRE
when referring to a strong pink colour		f	26	LRE
when telling a joke		f	26	LRE
when referring to an Internet site - used instead of 'sítio'		f	26	LRE
multimedia classes		f	24	LRE
multimedia classes		f	24	LRE
home, restaurants		f	24	LRE
home, restaurants		f	24	LRE
messenger		f	24	LRE
home		f	24	LRE
university, home		f	24	LRE
university, home		f	24	LRE
same as 'não tens vergonha'		f	23	LRE
same as 'não quero saber de mais nada'		f	23	LRE
Estás a ver men?' 'Então men, como estás?'		f	23	LRE
same as 'que porreiro!' (eg Que ideia tão nice)		f	23	LRE

## Observations

[illegible]

Ex LRE student
added 'without
mentioning
'estraneirismos'
such as: me,
pull over, worksh
service, email,
post it, fast food,
shopping, etc.'

[illegible]

[illegible]

[illegible]

A.K.A  
A.S.A.P  
A.S.A.P.  
access  
account user  
aftershave  
aggressive  
all good  
All Right  
All right  
all right  
All right  
All Right  
All stars  
Angel  
Any?  
Anyway  
anyway  
anyway  
April  
ass  
Ass  
Ass  
Asshole  
asshole  
asshole  
Avatar ?  
Awesome  
B2B  
Babe  
babe  
babe  
babe  
babe  
babe  
Babe  
Baby  
baby  
baby  
baby  
baby  
baby  
baby  
baby  
baby  
Back (as in I'm back)  
Background  
Background  
background  
background  
background  
background  
backstage  
Backup  
Bad

Band  
Bar  
bar  
bar  
bar  
bar  
Basket  
Basket  
Basket  
basket  
basketball  
Basketball  
Basketball  
basketball  
Be quiet  
be quiet  
be right back  
be right back  
Beach  
beach  
Beats me!  
beautiful  
beautiful  
beautiful  
beautiful  
Beauty  
Beer  
beer  
believe me  
Best-seller  
bet  
bet  
big  
big blind  
big blind  
bike  
bike  
bike  
Bit  
Bitch  
bitch  
Bitch  
bitch  
bitch  
bitch  
Bitch  
Bite me  
black out  
blackboard  
Blackboard  
Blackboard  
Blackboard  
blackboard  
Blackboard  
blackboard  
Blackboard

Blackboard  
Blackboard  
blackboard  
Blackboard  
blacks  
blind  
Blockbuster  
blog  
blog  
Blog  
Bluetooth  
bluff  
Bluff  
bluff  
blush  
blush  
body balance  
Bodybalance  
bodyboard  
bodyboard  
Bodyboard  
Bodyboard  
bodyboard  
bodycombat  
bodypump  
bodysurf  
Book  
book  
Books  
Boom  
Boost  
Boring  
boss  
boss  
Boss  
bowline  
Bowling  
boxers  
Boxers  
Boxers  
boyfriend  
brainstorm  
Brainstorm  
brainstorming  
Brainstorming  
break  
break  
breakfast  
bro  
bro  
Bro(ther)  
brother  
brother  
brother



Brother	CD	coffee
brother	cd	coffee break
Brother	CD	coffee break
Brushing	CD	coffee break
budget	CD	coffee break
bugger	CD	coffee break
Bugger off	CD	colleague
Burger	CD	Come on
burger king	CD	Comic
bus	CD	company
bus	CD	computer
bus	cd-rom	computer
bus	CD-Rom	connects
bus	CDs	cookies
bus	cell phone	cool
bus	chairman	cool
Business	chat	cool
busy	Chat	cool
by night	Chats	cool
By the way	check it out	cool
bye	check it out	cool
bye	Check sound	cool
Bye	check-in	cool
bye	check-in	cool
bye	check-up	cool
Bye	Check-up	cool
Bye	cheese	cool
Bye	chemistry	Cool
Bye	Chick	cool
bye	chill out	cool
Bye	Chip	cool
Bye	Chip	cool
bye	choose	Cool
bye	Christ	Cool
bye	Ciao	Cool
Bye	city	cool
bye	classes	cool
bye bye	Clean	cool
Bye Bye	Clip	cool
bye bye	clip	cool
Bye Bye	close	cool
Call	Club	cool
call	clumsy	cool
cap	c'mon	cool
car-rent	C'mon	cool
Catering	c'mon	cool
CD	coca-cola	cool
CD	coca-cola	cool
CD	cocktail	cool
CD	coffee	cool
CD	coffee	cool
Cd	coffee	cool
CD	coffee	cool
cd	coffee	cool
CD	coffee	cool

cool	dark	Download
cool	darling	download
cool	Datashow	download
cool	DCO Evolution Soccer	download
cool	Deadline	download
cool	Deadline	download
cool	Dealer	download
cool	dealer	download
cool	Dear lady Peter Pan	downloads
cool	debriefing	Downsizing
cool	deep	dozens of IT terms
cool	deep	draft
cool	Delay	Drink
cool	Deletar (from delete)	drink
cool	delete	drink
cool	delete	drinks
cool	delete	drinks
Cool	delete	drive
Cool	delta	Drive
cool	design	Drive in
cool	Designer	Drive-in
cool baby	diet	drop
copy	Difference	drop
copy	disappointment	dude
copy	Disco	duh
copy paste	disco	dumping
copy paste	disco	DVD
copy paste	Disco	DVD
copy/paste	Disco	dvd
copy/paste	disco	DVD
copy/paste	disco	DVD
copy/paste	Disco	DVD
copy/paste	Disco	DVD
copy/paste	Divx	DVD
copy/paste	Divx	DVD
copy/paste	Divx	DVD
copy; paste	divx	DVD
cornflakes	DJ	DVD
cornflakes	DJ	DVD
cornflakes	dog	e mail
courts	Done!	easy
crazy	don't matter	elearning
crazy	Don't stop	E-learning
crazy	down	e-learning
crazy	download	E-learning
crazy	download	e-learning
crazy	download	e-learning
crazy	download	email
crazy	download	email
crazy	download	email
cute	download	Email
Damm	download	email
damn	download	email
Damn!	download	email
dance floor	Download	e-mail

e-mail	fashion	fine
E-mail	fashion	fine
E-mail	fashion	Fine
E-mail	fashion	Fine
E-mail	Fashion	fine
e-mail	fashion	fine
E-mail	fashion	fine
E-mail	fashion	Fine
e-mail	Fashion	fine!
e-mail	fashion	finish
e-mail	fashion	fire
e-mail	Fashion	firmware
e-mail	Fashion	fish
e-mail	Fashion	flash
e-mail	fashion	flash
e-mail	fashion	Flash
e-mail	fashion	flip flop
e-mail	fashion	Flop
e-mail	fashion	Flop
e-mail	fashion	flow
e-mail	fashion	flyer
e-mail	fashion	flyers
e-mail	fashion	Flyers
e-mail	fashion	Fold
e-mail	Fashion	fold
e-mail	fashion	Football
E-mail	fashion	Football
e-mail	Fashion	Football
E-mail	Fashion	forget it
e-mail	Fashion	forward
e-mail	fashion	forward
e-mail	Fashion	Franchising
e-mail	Fashion	Franchising
e-mail	fashion	freakin' awesome
e-mail	fashion	Freckles
English	fashion	Freedom
Essay	fashion	freelance
Europe	fashion	fresh
evidence	feedback	Friend
Excuse me	feedback	friend
Excuse me	feedback	Friends
exit	feedback	friends
Export	feedback	friends
Eye liner	Feedback	Fuck
eye Toy	feeling	fuck
eye toy	feeling	Fuck
eyeliner	feeling	fuck
eyeliner	Feeling	fuck
eyeliner	feeling	fuck
eyeliner	feeling	fuck
fag	feeling	Fuck
Family	feeling	Fuck
family	feeling	Fuck
family	feeling	Fuck
fashion	fight	Fuck



hi5	in	just in case
Hip Hop	in	just in case
hip hop	in	just in time
hip-hop	in	K.O
Hip-Hop	in love	K.O.
hip-hop	Indeed	k.o.
hi-tech	input	kart
hi-tech	input	ketchup
hobbie	inputs	ketchup
Holding	inputs	Keyboard
home	inputs	keyboard
homework	insert	Keyboard
honey	internet	Kick
Honey	internet	Kinda (kind of)
Honey!	Internet	king
Hot	internet	kiss
hot	internet	Kiss
Hot	internet	Kiss
hot	Internet	kiss
hot	Internet	Kiss
hot dog	internet	Kiss/es
Hotel	internet	kisses
hotel	Internet	kisses
hotmail	internet	Kisses & behave
hotpants	Internet	Kit
Hotspot	Internet	kite surf
House Musik	Internet	kitesurf
Humanity	Internet	kitesurf
hungry	Internet	knife
I don't know	Internet	knockout
I don't know	Ipod	know-how
I don't know	Ipods	know-how
I don't understand!	it really sucks	ko
I guess	jah lives	Label
I guess so...	Jam	Laptop
I know	jazz	laptop
I miss you	jazz	laser
ice tea	jeans	Lay-off
ice tea	jeans	Layout
ice tea	jeans	Leasing
Ice Tea	Jeans	Leasing
Identity	Jeans	Let it be
I'll be back	Jeans	Let's Boogie
illegible	Jeans	let's go
illegible	Jeans	let's go
illegible	Jeans	let's go
illegible	Jeans	let's go
I'm	jeans	let's go
I'm away	Jeans	let's go
Import	Jeep	Let's go
imposex ?	Jesus	let's go!
In	Jesus Christ	Let's go!
in	Jesus Christ	life
In	joke	light
in	just a little bit	light

light	mail	Microsoft
light	mail	Microsoft Word
light	mail	milk
link	mail	milkshake
Links	making of	Mind Games
lip	man	Miss
lipgloss	man	Miss
loading	man	miss
log in/out	man	Mister
log-in	man	money
LOL	man	money
LOL	man	money
lol	man	money
lol	man	money
LoL	manager	Money
lol	Manager	monkey
LOL	manager	Moon
lol	manager	mother
look	marketing	Mother Board
look	marketing	motherboard
look	marketing	motherboard
lots of English expressions	Marketing	Motherboard
love	Marketing	Motherboard
love	marketing	Motherboard
love	marketing	move
love	marketing	Move
love	marketing	MP3
love	Marketing	msn messenger
love	maybe	mum
love	Me	mummy
love	Me	music
Love	me and myself	Music
love	mean	must
Love	media	my
Love	media	My
love	Media Player	My god
love	Mega-bit	My god
love	Memo	my love
Love	men	my love
Love	Messenger	National Idea
love each other	Merchandising	Need
Low cost	Message	need
lunch	message	net
Made in	Messenger	Net
mail	Messenger	Net
Mail	Messenger	Net
Mail	Messenger	net
Mail	messenger	net
mail	messenger	net
mail	Messenger	net (as in internet)
mail	Messenger	Network
Mail	Messenger	never mind
mail	messenger	nevermind
mail	messenger & mail	News
mail	metal	news





ok  
ok  
ok  
ok  
ok  
ok  
ok  
ok  
ok  
ok  
ok  
ok  
ok  
OK  
OK  
OK  
OK  
OK  
Ok  
OK  
Ok  
OK  
OK  
ok  
OK  
OK  
ok  
OK  
ok  
ok  
ok  
ok  
ok  
Ok  
ok  
ok!  
ok!  
ok!  
Ok!  
okay  
okay  
okay  
Okay  
Okay  
okay  
omg  
on  
on/off  
online  
online  
online  
on-line  
On-line  
open mind

Out  
out  
out  
out  
out  
out  
outlet  
outlet  
outline  
output  
outputs  
outputs  
outside  
outsourcing  
Outsourcing  
P.C.  
P.C.  
p.c.  
pacemaker  
Pace-maker  
pal  
Party  
party  
Party  
party  
party  
party  
party  
Party  
party  
password  
password  
password  
Password  
password  
Password  
password  
password  
Paste  
paste  
pay-shop  
PC  
PC  
PC  
pc  
PC  
PC  
PC  
PC  
PC  
pc  
PC  
PC  
PC  
PC

pc  
PC  
PC  
PC  
PC  
pc  
peace  
peeling  
pen  
pen  
pen  
pen  
pen  
Pen  
pen  
pen  
pen  
pen  
Pen  
pen  
Pen  
Pen  
Pen  
pen  
pen  
pen  
Pen  
pen  
pen  
Pen  
pen  
pen  
Pen  
pen (USB)  
pênalti  
Penalty  
penalty  
penalty  
pendisk  
pendrive  
Pen-Drive  
Pen-Drive  
pen-drive  
people  
people  
people  
people  
people  
people  
People  
people  
people  
people  
people  
people

people  
people  
people  
people  
people  
people  
people  
Perfect  
perfect  
Performance  
performance  
Phone  
phones  
Photo  
piece of crap  
pizza  
Play  
play  
play  
Play-list  
playstation  
playstation  
Playstation  
Playstation  
please  
please  
please  
Please  
please  
please  
Please  
Please  
Poker  
poker  
pool  
Pop  
pop, soul  
Portfolio  
portfolio  
Portfolio  
Positive  
postar (from to post)  
postar (from to post)  
post-it  
Power  
powerpoint  
ppl/people  
primer  
Princess  
print  
print  
Print screen  
Printar (from print)

private  
Private joke  
private joke  
private joke  
Private joke  
Profile  
Profile Visitors  
Pull and Bear  
pullover  
Pullover  
pumps  
pumps  
pussy  
puzzle  
R & B  
R & B  
raise  
raise  
Rand B  
randomizer  
ranking  
Ranking  
Ranking  
rap  
rappers  
rave  
rave-party  
rayban  
read  
ready  
ready  
really  
reboot  
Record  
Relax  
Relax  
relax  
relax  
Rent-a-car  
report  
Reporter (report)  
Reset  
reset  
Resort  
restaurant  
retail park  
Retail Park  
Retail Park  
retail park  
retail park  
right  
Right  
right  
right  
right

Rise and Shine!  
Rise and Shine!  
River  
River  
roaming  
Roaming  
rock  
Rock  
Rock  
rock  
rock  
rock and roll  
Rock'n'roll  
router  
Rugby  
rule( r )  
sandwich  
sandwich  
Sandwich  
save as  
Scanner  
scanner  
scanner  
scanner  
scouting  
screenshots  
screw you  
season  
see you  
See you  
see you soon  
self-service  
Self-service  
service  
sex  
sexshop  
Sexy  
sexy  
sexy  
sexy  
sexy  
sexy  
sexy  
Sexy  
sexy  
sexy  
sexy  
sexy  
Sexy  
Shake it babe...  
shake your booty!  
Shampoo  
Share  
shiny  
Ship

shit  
Shit  
shit  
shit  
shit  
shit  
shit  
shit  
Shit!  
Shit!  
shitty  
Shoes  
shopping  
shopping  
shopping  
shopping  
Shopping  
shopping  
Shopping  
shopping  
Shopping  
shopping  
Shopping  
Shopping  
Shopping  
shopping (let's go)  
Shops  
shops  
shot  
shot  
shot  
shot  
shot  
shot  
Shot  
Shot  
shot  
shot (drink)  
shotgun  
shots  
shots  
show  
shut up  
Shut up  
shut up  
shut up  
shut up  
shut up  
Shut up!  
shut up!  
Shut up!

sis  
sister  
sister  
sister  
site  
site  
site  
site  
site  
site  
site  
site  
site  
Site  
Site  
Site  
site  
site  
site  
site  
site  
site  
site  
six-pack  
skate  
Skate  
Skateboard  
Sketch  
Skirt  
Sky  
Sleep  
Sleep tight  
slot  
Slotmachines  
slow  
small blind  
Smallblind  
Smart ass  
smell  
smell  
smile  
smile  
smile  
Smile  
Smoker  
smoker  
smoking  
SMS  
sms  
sms  
sms  
sms  
Snack  
snackbar  
Snack-bar  
snob  
Snowboarding

So sweet!  
Soft  
Soft  
soft  
soft  
soft  
soft  
soft  
soft  
soft  
Software  
Software  
Software  
Software  
Software  
Software  
Software  
Software  
software  
software  
software  
Somebody's in the house  
tonight...  
sorry  
sorry  
sorry  
sorry  
sorry  
Sorry  
sorry  
sorry  
Sorry  
Sorry  
soul  
Sound  
Speed  
speed  
speed  
spot  
spot  
spot  
Spread  
Spyware  
squash  
Staff  
Stakeholder  
stakeholder  
stakeholder  
Stakeholders  
stakeholders  
stand  
Stand up Comedy  
Standard

standby  
Star  
star  
Star  
star  
start  
status  
stilettos  
Stock  
Stock  
stop  
Stop  
stop  
stop  
stop  
stop  
STOP  
Stop  
Stop  
stop  
Stop  
Stop  
store  
strange  
strawberry cheesecake  
Street  
stress  
Stress  
Strip  
Strip  
style  
subwoofer  
sucks  
Sun  
sunglasses  
surf  
surf  
Surf  
surf  
Surf  
surf  
swearing  
sweat  
sweat  
Sweat Shirt  
sweat shirt  
sweater  
sweater  
Sweatshirt  
sweatshirt  
Sweat-shirt  
sweet  
Sweet  
sweet  
sweet dreams  
sweetheart

sweetie  
swing  
Take away  
Take away  
take it easy  
Take it easy  
tattoo  
Tea  
telephone  
Tell me  
Tennis  
tennis  
thank you  
thank you  
Thank you  
Thank you  
thanks  
Thanks  
Thanks  
thanks  
Thanks  
thanks  
thanks  
thanks  
Thanks  
Thanks/Thank you  
that's right  
that's what I like it  
the end  
Time  
time  
time is running out  
timing  
Timing  
title  
toast  
top  
top  
top  
top (chart)  
top (clothes)  
tour  
trench coat  
True  
T-shirt  
T-shirt  
T-shirt  
T-shirt  
T-shirt  
t-shirt  
T-shirt  
T-shirt  
t-shirt  
t-shirt  
t-shirt

t-shirt  
t-shirt  
t-shirt  
t-shirt  
T-shirt  
T-shirt  
T-shirt  
T-shirt  
T-shirt  
t-shirt  
t-shirt  
T-shirt  
t-shirt  
T-shirt  
t-shirt  
T-shirt & jeans  
Tuning  
Tuning  
Tuning  
Tuning  
turn over  
Tush (buttocks)  
tuti-doping  
TV  
unbelievable  
underground  
underscore  
underwear  
underwear  
Up yours  
update  
update  
upgrade  
upload  
upload  
upload  
very  
very British  
very good  
very nice  
very nice  
very nice  
very nice!  
Very Well  
vibe  
vibration  
video clip  
video clip  
Volleyball  
volleyball  
volleyball  
W.C  
W.C.  
wait

wake up	Windows	yes
wake up	windows	yes
wake up	Windows Media Player	Yes
wakeboard	windsurf	yes
wakeboard	Wind-surf	Yes
Wallpaper	winner	yes
war	winner	yes
watch	winner	yes
web	wireless	yes
web cam	wireless	yes
webcam	wireless	yes
website	Word	yes
weekend	word	yes
what	work	yes
what	work	yes
what	work	Yes
what	workshop	yes
what	Workshop	yes
What	world tour	yes
What	wot up dog	Yes babe
what a stallion	wow!	yo!
what do you want?	write	yo!
what the fuck	ya	You
what the fuck!	ya	you and me
what the hell?	ya	you can do it
what?	yah	you're welcome
whatever	Yeah	yourself
whatever	yeah	Yup
whatever	yeah	yup
whatever	yeah	yup!
whatever	yeah	zip it
whatever	yeah	zip it
whatever	Yeah	
whatever	Yeah...Right!	
whatever	yep	
Whatever	yes	
whatever	yes	
whatever	yes	
whatever	yes	
whatever	yes	
Whatever	yes	
whatever	yes	
whatever	yes	
what's up	yes	
What's up	yes	
what's up!	yes	
what's up?	yes	
what's up?	yes	
Where's that?	Yes	
Whisky	yes	
Who cares?	Yes	
why	yes	
windows	yes	
windows	yes	

Analysis based on the whole vocabulary

Total vocabulary = 757 types

Project wordcount = 2533 tokens

Types/tokens = 0.29885511

Types/sqrt(tokens) = 15.04105449

Yule's k = 54.88078485

66 ok	63 cool	54 night	52 hello	44 nice
40 yes	39 fashion	36 e-mail	28 t-shirt	25 bye
25 pen	24 fuck	22 love	21 people	20 cd
20 pc	20 up	19 download	19 internet	19 you
18 in	18 no	18 shopping	18 site	18 whatever
17 mail	16 k	16 out	15 copy	15 o
14 go	14 hi	14 it	14 me	14 paste
14 right	14 what	13 dvd	13 good	13 jeans
13 sexy	12 blackboard	12 coffee	12 god	12 hardware
12 messenger	12 my	12 software	12 stop	11 let's
11 shit	11 sorry	10 baby	10 feeling	10 marketing
10 shot	10 thanks	9 babe	9 crazy	9 disco
9 fine	9 i	9 man	9 party	9 shut
9 soft	9 yeah	8 a	8 lol	8 net
8 password	8 please	8 very	7 all	7 break
7 bus	7 email	7 game	7 hamburger	7 oh
7 over	7 surf	7 the	6 and	6 background
6 be	6 bitch	6 brother	6 don't	6 feedback
6 hot	6 kiss	6 money	6 of	6 okay
6 p	6 rock	5 b	5 back	5 bar
5 bodyboard	5 c	5 delete	5 e-learning	5 gay
5 joke	5 light	5 motherboard	5 off	5 park
5 playstation	5 private	5 retail	5 sweet	5 tea
5 thank	5 top	5 what's	5 windows	4 ass
4 basket	4 basketball	4 beautiful	4 blind	4 boxers
4 clip	4 divx	4 drink	4 eyeliner	4 from
4 great	4 ice	4 illegible	4 just	4 know
4 manager	4 media	4 miss	4 print	4 relax
4 scanner	4 smile	4 sms	4 star	4 sweat
4 take	4 time	4 tuning	4 way	3 anyway
3 as	3 asshole	3 away	3 big	3 bike
3 blog	3 bluff	3 boss	3 bro	3 check
3 christ	3 c'mon	3 cornflakes	3 damn	3 dj
3 dog	3 drive	3 easy	3 eye	3 family
3 flash	3 flop	3 football	3 friend	3 friends
3 fun	3 happy	3 hip-hop	3 honey	3 i'm
3 inputs	3 jesus	3 keyboard	3 kisses	3 look
3 mind	3 morning	3 on	3 online	3 penalty
3 pen-drive	3 play	3 portfolio	3 r	3 ranking
3 sandwich	3 see	3 sister	3 speed	3 spot

3 stakeholder	3 upload	3 volleyball	3 wake	3 winner
3 wireless	3 word	3 work	3 ya	3 yup
2 awesome	2 beach	2 beer	2 bet	2 bit
2 blush	2 book	2 brainstorm	2 brainstorming	2 bugger
2 burger	2 by	2 call	2 case	2 cd-rom
2 chat	2 check-in	2 check-up	2 chip	2 coca-cola
2 computer	2 deadline	2 dealer	2 deep	2 do
2 drinks	2 drop	2 english	2 excuse	2 five
2 flyers	2 fold	2 forward	2 franchising	2 give
2 gloss	2 guess	2 happiness	2 heavy	2 help
2 hey	2 hip	2 hi-tech	2 hop	2 hotel
2 house	2 input	2 jazz	2 ketchup	2 king
2 kitesurf	2 know-how	2 laptop	2 leasing	2 message
2 metal	2 microsoft	2 mother	2 move	2 music
2 need	2 news	2 nigga	2 offline	2 off-line
2 on-line	2 outlet	2 outputs	2 outsourcing	2 perfect
2 performance	2 phone	2 player	2 poker	2 pop
2 post	2 postar	2 profile	2 pullover	2 pumps
2 quiet	2 raise	2 ready	2 really	2 record
2 report	2 reset	2 rise	2 river	2 roaming
2 s	2 self-service	2 shake	2 shine	2 shirt
2 shops	2 shots	2 skate	2 sleep	2 smell
2 smoker	2 so	2 soul	2 sound	2 stakeholders
2 stand	2 stock	2 stress	2 strip	2 sucks
2 sweater	2 sweatshirt	2 tennis	2 that's	2 timing
2 to	2 tour	2 toy	2 underwear	2 update
2 video	2 w	2 wakeboard	2 web	2 workshop
2 yo	2 zip	1 access	1 account	1 aftershave
1 aggressive	1 angel	1 any	1 april	1 avatar
1 backstage	1 backup	1 bad	1 balance	1 band
1 bear	1 beats	1 beauty	1 behave	1 believe
1 best-seller	1 bite	1 black	1 blacks	1 blockbuster
1 bluetooth	1 board	1 body	1 bodybalance	1 bodycombat
1 bodypump	1 bodysurf	1 boogie	1 books	1 boom
1 boost	1 booty	1 boring	1 bowline	1 bowling
1 boy	1 boyfriend	1 breakfast	1 british	1 brushing
1 budget	1 business	1 busy	1 buttocks	1 cam
1 can	1 cap	1 cares	1 car-rent	1 catering
1 cds	1 cell	1 chairman	1 chart	1 chats
1 cheese	1 cheesecake	1 chemistry	1 chick	1 chill
1 choose	1 ciao	1 city	1 classes	1 clean
1 close	1 clothes	1 club	1 clumsy	1 coat
1 cocktail	1 colleague	1 come	1 comedy	1 comic
1 company	1 connects	1 cookies	1 cost	1 course
1 courts	1 crap	1 cute	1 damm	1 dance
1 dark	1 darling	1 datashow	1 dco	1 dear
1 debriefing	1 delay	1 deletar	1 delta	1 design

1 designer	1 diet	1 difference	1 disappointment	1 done
1 down	1 downloads	1 downsizing	1 dozens	1 draft
1 dreams	1 drive-in	1 dude	1 duh	1 dumping
1 e	1 each	1 elearning	1 end	1 es
1 essay	1 europe	1 evidence	1 evolution	1 exit
1 export	1 expressions	1 fag	1 fight	1 finish
1 fire	1 firmware	1 fish	1 flip	1 floor
1 flow	1 flyer	1 forget	1 freakin'	1 freckles
1 freedom	1 freelance	1 fresh	1 fuckin	1 funny
1 gala	1 games	1 gangster	1 gap	1 general
1 get	1 goggle	1 goodbye	1 gosh	1 greetings
1 groovy	1 guidelines	1 guiness	1 guy	1 gym
1 hacker	1 hand	1 hardcore	1 hat-trick	1 headphones
1 heavy-metal	1 hell	1 hellocard	1 helloooo	1 hobbie
1 holding	1 home	1 homework	1 hotmail	1 hotpants
1 hotspot	1 hour	1 humanity	1 hungry	1 idea
1 identity	1 i'll	1 import	1 imposex	1 indeed
1 insert	1 ipod	1 ipods	1 is	1 jah
1 jam	1 jeep	1 kart	1 kick	1 kidding
1 kind	1 kinda	1 kit	1 kite	1 knife
1 knockout	1 ko	1 label	1 lady	1 laser
1 lay-off	1 layout	1 let	1 life	1 like
1 liner	1 link	1 links	1 lip	1 lipgloss
1 little	1 lives	1 loading	1 log	1 log-in
1 lots	1 low	1 lunch	1 made	1 making
1 matter	1 maybe	1 mean	1 mega-bit	1 memo
1 men	1 mensenger	1 merchandising	1 milk	1 milkshake
1 mister	1 monkey	1 moon	1 mp	1 msn
1 mum	1 mummy	1 musik	1 must	1 myself
1 nalti	1 national	1 network	1 never	1 nevermind
1 nigger	1 nope	1 nothing	1 omg	1 open
1 other	1 outline	1 output	1 outside	1 pacemaker
1 pace-maker	1 pal	1 pan	1 pay-shop	1 peace
1 peeling	1 pendisk	1 pendrive	1 peter	1 phones
1 photo	1 piece	1 pizza	1 play-list	1 pool
1 positive	1 post-it	1 power	1 powerpoint	1 ppl
1 primer	1 princess	1 printar	1 problem	1 pull
1 pussy	1 puzzle	1 rand	1 randomizer	1 rap
1 rappers	1 rave	1 rave-party	1 rayban	1 read
1 reboot	1 rent-a-car	1 reporter	1 resort	1 restaurant
1 rock'n'roll	1 roll	1 router	1 rugby	1 rule
1 running	1 save	1 scouting	1 screen	1 screenshots
1 screw	1 season	1 service	1 sex	1 sexshop
1 shampoo	1 share	1 shiny	1 ship	1 shitty
1 shoes	1 shotgun	1 show	1 sis	1 six-pack
1 skateboard	1 sketch	1 skirt	1 sky	1 slot
1 slotmachines	1 slow	1 small	1 smallblind	1 smart



1 smoking	1 snack	1 snackbar	1 snack-bar	1 snob
1 snowboarding	1 soccer	1 somebody's	1 soon	1 spread
1 spyware	1 squash	1 staff	1 stallion	1 standard
1 standby	1 stars	1 start	1 status	1 stilettos
1 store	1 strange	1 strawberry	1 street	1 style
1 subwoofer	1 sun	1 sunglasses	1 swearing	1 sweat-shirt
1 sweetheart	1 sweetie	1 sweetie	1 swing	1 tattoo
1 telephone	1 tell	1 terms	1 that	1 ther
1 there	1 tight	1 title	1 toast	1 tonight
1 trench	1 true	1 turn	1 tush	1 tuti-doping
1 tv	1 unbelievable	1 underground	1 underscore	1 understand
1 upgrade	1 usb	1 user	1 vibe	1 vibration
1 visitors	1 wait	1 wallpaper	1 want	1 war
1 watch	1 webcam	1 website	1 weekend	1 welcome
1 well	1 where's	1 whisky	1 who	1 why
1 windsurf	1 wind-surf	1 world	1 wot	1 wow
1 write	1 yah	1 yep	1 your	1 you're
1 yours	1 yourself			

A.S.A.P.	bus	cool
account user	bus	Cool
aftershave	bus	copy
All stars	bus	copy paste
Any?	bus	copy paste
Anyway	Business	copy paste
anyway	bye	copy/past
anyway	Bye	copy/paste
B2B	bye	copy/paste
Baby	bye	copy/paste
Background	Bye	copy/paste
Background	Bye	copy/paste
background	Bye	copy/paste
background	Bye	copy; paste
Band	bye bye	crazy
Bar	Bye Bye	damn
bar	bye bye	Damn!
bar	Bye Bye	dance floor
bar	Catering	darling
Be quiet	CD	Datashow
Beach	CD	Deadline
beach	CD	Deadline
beautiful	CD	Difference
Beer	CD	disappointment
beer	Cd	Disco
bike	cd-rom	disco
Bitch	CDs	disco
bitch	cheese	Disco
Blackboard	city	Divx
Blackboard	Clean	Divx
Blackboard	Clip	Divx
blackboard	clumsy	divx
Blackboard	c'mon	don't matter
blackboard	C'mon	download
Blackboard	cocktail	download
Blackboard	coffe break	download
Blockbuster	coffee	download
blog	coffee	download
blush	Come on	download
blush	Comic	Downsizing
bodyboard	company	drive
bodyboard	connects	Drive
Boost	cool	Drive in
Boring	cool	Drive-in
boss	cool	DVD
bowline	cool	DVD
Bowling	cool	e mail
boxers	cool	E-learning
Boxers	cool	e-learning
Boxers	cool	E-learning
Boxers	cool	e-learning
brainstorming	cool	email
Brainstorming	cool	email
Bro(ther)	cool	e-mail
brother	cool	e-mail
brother	Cool	E-mail
brother	cool	E-mail
bus	cool	E-mail
bus	cool	E-mail

e-mail  
E-mail  
E-mail  
e-mail  
Europe  
exit  
Eye liner  
eyeliner  
eyeliner  
Family  
fashion  
fashion  
fashion  
fashion  
fashion  
Fashion  
fashion  
fashion  
fashion  
Fashion  
fashion  
fashion  
Fashion  
Fashion  
Fashion  
fashion  
feedback  
feeling  
fine  
fine  
Fine  
Fine  
fine!  
forward  
forward  
Franchising  
Freedom  
Friends  
Fuck  
fuck  
Fuck  
fuck  
fuck  
fuck  
Fuck off  
Fuck you  
Fuck you  
Fuck you  
Fuck!  
Fun  
fun  
fun  
Gay  
get out  
give me five  
gloss  
go out  
God  
good

Good  
Good!!  
Goodbye  
great  
Great!  
Guidelines  
hamburger  
Hand out  
Happiness  
hardware  
Hardware  
Hardware  
hardware  
Hello  
Hello  
hello  
Hello  
Hello  
Hello  
Hello  
Hello  
hello  
hello sweetie  
Hello!  
Hello!  
Helloooo!  
Hi  
Hi  
Hi  
hi5  
hi5  
hi5  
Honey!  
Hot  
hot  
Hot  
hotmail  
hotpants  
Humanity  
ice tea  
Identity  
In  
in  
In  
input  
input  
inputs  
inputs  
inputs  
internet  
internet  
Internet  
Internet  
Internet  
Ipod  
Ipods  
jah lives

jean  
jeans  
jeans  
Jesus Christ  
K.O.  
kart  
kisses  
Kisses & behave  
kitesurf  
knockout  
know-how  
know-how  
ko  
Label  
Laptop  
Layout  
Let's Boogie  
let's go  
let's go  
let's go!  
Let's go!  
light  
light  
lipgloss  
log in/out  
LOL  
lol  
look  
look  
love  
love  
love  
love each other  
lunch  
Mail  
Mail  
Mail  
mail  
mail  
mail  
Mail  
mail  
man  
man  
man  
man  
man  
man  
manager  
Manager  
manager  
marketing  
marketing  
marketing  
Marketing  
Marketing

marketing	no	outline
marketing	no	output
marketing	No	outputs
Me	no	outputs
mean	No problem	outsourcing
media	No shit!	Outsourcing
media	No way	P.C.
Media Player	No way...	P.C.
men	O.K.	Party
Messenger	O.K.	party
messenger & mail	O.K.	Party
Microsoft	O.K.	password
Miss	O.K.	password
money	of course	password
money	offline	Password
money	off-line	Paste
motherboard	Oh God!	pay-shop
motherboard	oh my God	PC
mum	Oh my gosh!	PC
mummy	OK	PC
My god	ok	pc
My god	ok	PC
my love	OK	PC
National Idea	ok	PC
Net	ok	pen
Network	ok	pen
never mind	ok	pen
nevermind	ok	pen
News	ok	Pen
news	ok	pen
nice	OK	pen
nice	ok	pen
nice	ok	pen
Nice	ok	pen
nice	ok	pen (USB)
nice	ok	Penalty
nice	ok	pendisk
nice	ok	people
nice	ok	people
nice	ok	people
Nice	ok	people
nice	OK	people
Nice	OK	people
night	ok!	people
night	ok!	People
night	ok!	Perfect
night	okay	Performance
night	okay	Phone
night	okay	phones
night	on	Photo
night	on/off	piece of crap
night	online	Play
night	online	please
Night	on-line	please
night	Out	please
night	out	Please
night	out	Portfolio
night	out	portfolio
Night	outlet	Positive



Analysis based on the whole vocabulary

Total vocabulary = 757 types

Project wordcount = 2533 tokens

Types/tokens = 0.29885511

Types/sqrt(tokens) = 15.04105449

Yule's k = 54.88078485

66 ok	63 cool	54 night	52 hello	44 nice
40 yes	39 fashion	36 e-mail	28 t-shirt	25 bye
25 pen	24 fuck	22 love	21 people	20 cd
20 pc	20 up	19 download	19 internet	19 you
18 in	18 no	18 shopping	18 site	18 whatever
17 mail	16 k	16 out	15 copy	15 o
14 go	14 hi	14 it	14 me	14 paste
14 right	14 what	13 dvd	13 good	13 jeans
13 sexy	12 blackboard	12 coffee	12 god	12 hardware
12 messenger	12 my	12 software	12 stop	11 let's
11 shit	11 sorry	10 baby	10 feeling	10 marketing
10 shot	10 thanks	9 babe	9 crazy	9 disco
9 fine	9 i	9 man	9 party	9 shut
9 soft	9 yeah	8 a	8 lol	8 net
8 password	8 please	8 very	7 all	7 break
7 bus	7 email	7 game	7 hamburger	7 oh
7 over	7 surf	7 the	6 and	6 background
6 be	6 bitch	6 brother	6 don't	6 feedback
6 hot	6 kiss	6 money	6 of	6 okay
6 p	6 rock	5 b	5 back	5 bar
5 bodyboard	5 c	5 delete	5 e-learning	5 gay
5 joke	5 light	5 motherboard	5 off	5 park
5 playstation	5 private	5 retail	5 sweet	5 tea
5 thank	5 top	5 what's	5 windows	4 ass
4 basket	4 basketball	4 beautiful	4 blind	4 boxers
4 clip	4 divx	4 drink	4 eyeliner	4 from
4 great	4 ice	4 illegible	4 just	4 know
4 manager	4 media	4 miss	4 print	4 relax
4 scanner	4 smile	4 sms	4 star	4 sweat
4 take	4 time	4 tuning	4 way	3 anyway
3 as	3 asshole	3 away	3 big	3 bike
3 blog	3 bluff	3 boss	3 bro	3 check
3 christ	3 c'mon	3 cornflakes	3 damn	3 dj
3 dog	3 drive	3 easy	3 eye	3 family
3 flash	3 flop	3 football	3 friend	3 friends
3 fun	3 happy	3 hip-hop	3 honey	3 i'm
3 inputs	3 jesus	3 keyboard	3 kisses	3 look
3 mind	3 morning	3 on	3 online	3 penalty
3 pen-drive	3 play	3 portfolio	3 r	3 ranking
3 sandwich	3 see	3 sister	3 speed	3 spot

3 stakeholder	3 upload	3 volleyball	3 wake	3 winner
3 wireless	3 word	3 work	3 ya	3 yup
2 awesome	2 beach	2 beer	2 bet	2 bit
2 blush	2 book	2 brainstorm	2 brainstorming	2 bugger
2 burger	2 by	2 call	2 case	2 cd-rom
2 chat	2 check-in	2 check-up	2 chip	2 coca-cola
2 computer	2 deadline	2 dealer	2 deep	2 do
2 drinks	2 drop	2 english	2 excuse	2 five
2 flyers	2 fold	2 forward	2 franchising	2 give
2 gloss	2 guess	2 happiness	2 heavy	2 help
2 hey	2 hip	2 hi-tech	2 hop	2 hotel
2 house	2 input	2 jazz	2 ketchup	2 king
2 kitesurf	2 know-how	2 laptop	2 leasing	2 message
2 metal	2 microsoft	2 mother	2 move	2 music
2 need	2 news	2 nigga	2 offline	2 off-line
2 on-line	2 outlet	2 outputs	2 outsourcing	2 perfect
2 performance	2 phone	2 player	2 poker	2 pop
2 post	2 postar	2 profile	2 pullover	2 pumps
2 quiet	2 raise	2 ready	2 really	2 record
2 report	2 reset	2 rise	2 river	2 roaming
2 s	2 self-service	2 shake	2 shine	2 shirt
2 shops	2 shots	2 skate	2 sleep	2 smell
2 smoker	2 so	2 soul	2 sound	2 stakeholders
2 stand	2 stock	2 stress	2 strip	2 sucks
2 sweater	2 sweatshirt	2 tennis	2 that's	2 timing
2 to	2 tour	2 toy	2 underwear	2 update
2 video	2 w	2 wakeboard	2 web	2 workshop
2 yo	2 zip	1 access	1 account	1 aftershave
1 aggressive	1 angel	1 any	1 april	1 avatar
1 backstage	1 backup	1 bad	1 balance	1 band
1 bear	1 beats	1 beauty	1 behave	1 believe
1 best-seller	1 bite	1 black	1 blacks	1 blockbuster
1 bluetooth	1 board	1 body	1 bodybalance	1 bodycombat
1 bodypump	1 bodysurf	1 boogie	1 books	1 boom
1 boost	1 booty	1 boring	1 bowline	1 bowling
1 boy	1 boyfriend	1 breakfast	1 british	1 brushing
1 budget	1 business	1 busy	1 buttocks	1 cam
1 can	1 cap	1 cares	1 car-rent	1 catering
1 cds	1 cell	1 chairman	1 chart	1 chats
1 cheese	1 cheesecake	1 chemistry	1 chick	1 chill
1 choose	1 ciao	1 city	1 classes	1 clean
1 close	1 clothes	1 club	1 clumsy	1 coat
1 cocktail	1 colleague	1 come	1 comedy	1 comic
1 company	1 connects	1 cookies	1 cost	1 course
1 courts	1 crap	1 cute	1 damm	1 dance
1 dark	1 darling	1 datashow	1 dco	1 dear
1 debriefing	1 delay	1 deletar	1 delta	1 design

1 designer	1 diet	1 difference	1 disappointment	1 done
1 down	1 downloads	1 downsizing	1 dozens	1 draft
1 dreams	1 drive-in	1 dude	1 duh	1 dumping
1 e	1 each	1 elearning	1 end	1 es
1 essay	1 europe	1 evidence	1 evolution	1 exit
1 export	1 expressions	1 fag	1 fight	1 finish
1 fire	1 firmware	1 fish	1 flip	1 floor
1 flow	1 flyer	1 forget	1 freakin'	1 freckles
1 freedom	1 freelance	1 fresh	1 fuckin	1 funny
1 gala	1 games	1 gangster	1 gap	1 general
1 get	1 goggle	1 goodbye	1 gosh	1 greetings
1 groovy	1 guidelines	1 guiness	1 guy	1 gym
1 hacker	1 hand	1 hardcore	1 hat-trick	1 headphones
1 heavy-metal	1 hell	1 hellocard	1 helloooo	1 hobbie
1 holding	1 home	1 homework	1 hotmail	1 hotpants
1 hotspot	1 hour	1 humanity	1 hungry	1 idea
1 identity	1 i'll	1 import	1 imposex	1 indeed
1 insert	1 ipod	1 ipods	1 is	1 jah
1 jam	1 jeep	1 kart	1 kick	1 kidding
1 kind	1 kinda	1 kit	1 kite	1 knife
1 knockout	1 ko	1 label	1 lady	1 laser
1 lay-off	1 layout	1 let	1 life	1 like
1 liner	1 link	1 links	1 lip	1 lipgloss
1 little	1 lives	1 loading	1 log	1 log-in
1 lots	1 low	1 lunch	1 made	1 making
1 matter	1 maybe	1 mean	1 mega-bit	1 memo
1 men	1 mensenger	1 merchandising	1 milk	1 milkshake
1 mister	1 monkey	1 moon	1 mp	1 msn
1 mum	1 mummy	1 musik	1 must	1 myself
1 nalti	1 national	1 network	1 never	1 nevermind
1 nigger	1 nope	1 nothing	1 omg	1 open
1 other	1 outline	1 output	1 outside	1 pacemaker
1 pace-maker	1 pal	1 pan	1 pay-shop	1 peace
1 peeling	1 pendisk	1 pendrive	1 peter	1 phones
1 photo	1 piece	1 pizza	1 play-list	1 pool
1 positive	1 post-it	1 power	1 powerpoint	1 ppl
1 primer	1 princess	1 printar	1 problem	1 pull
1 pussy	1 puzzle	1 rand	1 randomizer	1 rap
1 rappers	1 rave	1 rave-party	1 rayban	1 read
1 reboot	1 rent-a-car	1 reporter	1 resort	1 restaurant
1 rock'n'roll	1 roll	1 router	1 rugby	1 rule
1 running	1 save	1 scouting	1 screen	1 screenshots
1 screw	1 season	1 service	1 sex	1 sexshop
1 shampoo	1 share	1 shiny	1 ship	1 shitty
1 shoes	1 shotgun	1 show	1 sis	1 six-pack
1 skateboard	1 sketch	1 skirt	1 sky	1 slot
1 slotmachines	1 slow	1 small	1 smallblind	1 smart



1 smoking	1 snack	1 snackbar	1 snack-bar	1 snob
1 snowboarding	1 soccer	1 somebody's	1 soon	1 spread
1 spyware	1 squash	1 staff	1 stallion	1 standard
1 standby	1 stars	1 start	1 status	1 stilettos
1 store	1 strange	1 strawberry	1 street	1 style
1 subwoofer	1 sun	1 sunglasses	1 swearing	1 sweat-shirt
1 sweetheart	1 sweetie	1 sweetie	1 swing	1 tattoo
1 telephone	1 tell	1 terms	1 that	1 ther
1 there	1 tight	1 title	1 toast	1 tonight
1 trench	1 true	1 turn	1 tush	1 tuti-doping
1 tv	1 unbelievable	1 underground	1 underscore	1 understand
1 upgrade	1 usb	1 user	1 vibe	1 vibration
1 visitors	1 wait	1 wallpaper	1 want	1 war
1 watch	1 webcam	1 website	1 weekend	1 welcome
1 well	1 where's	1 whisky	1 who	1 why
1 windsurf	1 wind-surf	1 world	1 wot	1 wow
1 write	1 yah	1 yep	1 your	1 you're
1 yours	1 yourself			

A.K.A  
A.S.A.P  
access  
aggressive  
all good  
All Right  
All right  
all right  
All right  
All Right  
Angel  
April  
ass  
Ass  
Ass  
Asshole  
asshole  
asshole  
Avatar ?  
Awesome  
Babe  
babe  
babe  
babe  
babe  
babe  
Babe  
baby  
baby  
baby  
baby  
baby  
baby  
baby  
baby  
Back (as in *I'm back*)  
background  
background  
backstage  
Backup  
Bad  
bar  
Basket  
Basket  
Basket  
basket  
basketball  
Basketball  
Basketball  
basketball  
be quiet  
be right back  
be right back  
Beats me!  
beautiful  
beautiful  
beautiful  
Beauty  
believe me  
Best-seller

bet  
bet  
big  
big blind  
big blind  
bike  
bike  
Bit  
Bitch  
bitch  
bitch  
Bitch  
Bite me  
black out  
blackboard  
Blackboard  
blackboard  
Blackboard  
blacks  
blind  
blog  
Blog  
Bluetooth  
bluff  
Bluff  
bluff  
body balance  
Bodybalance  
Bodyboard  
Bodyboard  
bodyboard  
bodycombat  
bodypump  
bodysurf  
Book  
book  
Books  
Boom  
boss  
Boss  
boyfriend  
brainstorm  
Brainstorm  
break  
break  
breakfast  
bro  
bro  
Brother  
brother  
Brother  
Brushing  
budget  
bugger  
Bugger off  
Burger  
burger king  
busy  
by night  
By the way

bye  
bye  
Bye  
Bye  
bye  
bye  
bye  
Bye  
bye  
Call  
call  
cap  
car-rent  
CD  
cd  
CD  
CD  
CD  
cd  
CD  
CD  
CD  
CD  
CD  
CD-Rom  
cell phone  
chairman  
chat  
Chat  
Chats  
check it out  
check it out  
Check sound  
check-in  
check-in  
check-up  
Check-up  
chemistry  
Chick  
chill out  
Chip  
Chip  
choose  
Christ  
Ciao  
classes  
clip  
close  
Club  
c'mon  
coca-cola  
coca-cola  
coffee  
coffee  
coffee  
coffee  
coffee





Hello	in	L.O.L.
hello	in	laptop
Hello!	in love	laser
hello, hi	in studying	Lay-off
hello/hi	Indeed	Leasing
Hello/Hi	insert	Leasing
hellocard	internet	Let it be
Help me	internet	let's go
Help me!	internet	let's go
Hey	Internet	let's go
hey there	Internet	let's go
hi	internet	Let's go
Hi	internet	life
Hi	Internet	light
Hi	internet	light
Hi my friend!	Internet	light
Hi! Hello!	Internet	link
Hip Hop	Internet	Links
hip hop	it really sucks	lip
hip-hop	Jam	loading
Hip-Hop	jazz	log-in
hip-hop	jazz	lol
hi-tech	Jeans	LoL
hi-tech	Jeans	lol
hobbie	Jeans	LOL
Holding	Jeans	lol
home	Jeans	look
homework	Jeans	lots of English
honey	Jeans	expressions
Honey	jeans	love
hot	Jeans	love
hot	Jeep	love
hot dog	Jesus	love
Hotel	Jesus Christ	love
hotel	joke	love
Hotspot	just a little bit	Love
House Musik	just in case	love
hungry	just in case	Love
I don't know	just in time	Love
I don't know	K.O	love
I don't know	k.o.	love
I don't understand!	ketchup	love
I guess	ketchup	Love
I guess so...	Keyboard	Love
I know	keyboard	Low cost
I miss you	Keyboard	Made in
ice tea	Kick	mail
ice tea	Kinda (kind of)	mail
Ice Tea	king	mail
I'll be back	kiss	mail
illegible	Kiss	mail
illegible	Kiss	mail
illegible	kiss	mail
illegible	Kiss	making off
I'm	Kiss/es	manager
I'm away	kisses	marketing
Import	Kit	Marketing
imposex ?	kite surf	maybe
in	kitesurf	Me
in	knife	me and myself

Mega-bit	nice	No
Memo	nice	No
Messenger	nice	no
Merchandising	nice	no
Message	Nice	no fuckin way
message	Nice	no kidding...!
Messenger	nice	no yes
Messenger	Nice	nope
Messenger	nice	Nothing
messenger	nice	O.K
messenger	Nice	O.K.
Messenger	nice	O.K.
Messenger	Nice	O.K.
Messenger	Nice	O.K.
messenger	nice	O.K.
metal	nice	O.K.
Microsoft Word	nice	off
milk	Nice	Off the record
milkshake	nice	offline
Mind Games	nigga	off-line
Miss	nigga/nigger	Oh my God!
miss	night	Oh my God!
Mister	night	Oh My God/Oh God
money	Night	OK
money	night	OK
Money	night	ok
monkey	night	ok
Moon	night	ok
mother	Night	ok
Mother Board	night	ok
Motherboard	night	ok
Motherboard	night	ok
Motherboard	night	ok
move	night	ok
Move	night	ok
MP3	night	ok
msn messenger	night	ok
music	night	ok
Music	night	OK
must	night	OK
my	Night	OK
My	night	OK
my love	night	OK
Need	Night	Ok
need	night	OK
net	night	Ok
Net	night	OK
Net	Night	OK
net	night	ok
net	night	OK
net	night	OK
net (as in internet)	night	ok
Nice	night	OK
nice	night	ok
nice	night	ok
nice	night	ok
nice	night	ok
nice	no	ok
nice	no	ok
nice	no	Ok

Ok!  
ok?  
Okay  
Okay  
okay  
omg  
online  
On-line  
open mind  
out  
out  
out  
outlet  
outside  
p.c.  
pacemaker  
Pace-maker  
pal  
party  
party  
party  
party  
Party  
party  
password  
Password  
password  
password  
paste  
PC  
PC  
pc  
PC  
PC  
PC  
PC  
pc  
PC  
PC  
PC  
PC  
PC  
pc  
peace  
peeling  
pen  
pen  
pen  
Pen  
Pen  
Pen  
Pen  
pen  
pen  
pen  
Pen  
pen  
pen  
Pen  
pênalti  
penalty

penalty  
pendrive  
Pen-Drive  
Pen-Drive  
pen-drive  
people  
people  
people  
people  
people  
people  
people  
people  
people  
people  
perfect  
performance  
pizza  
play  
play  
Play-list  
playstation  
playstation  
Playstation  
Playstation  
Playstation  
please  
please  
Please  
Please  
Poker  
poker  
pool  
Pop  
pop, soul  
Portfolio  
postar (from to post)  
postar (from to post)  
Power  
ppl/people  
primer  
Princess  
print  
Printar (from print)  
private  
Private joke  
private joke  
private joke  
Private joke  
pullover  
Pullover  
puzzle  
R & B  
R & B  
raise  
raise  
Rand B  
randomizer

Ranking  
Ranking  
rap  
rappers  
rave-party  
rayban  
read  
ready  
ready  
really  
reboot  
Record  
relax  
relax  
Rent-a-car  
Reporter (report)  
Reset  
reset  
Resort  
restaurant  
retail park  
Retail Park  
Retail Park  
retail park  
retail park  
right  
right  
right  
River  
River  
roaming  
Roaming  
rock  
Rock  
Rock  
rock  
rock  
rock and roll  
Rock'n'roll  
router  
rule( r )  
sandwich  
sandwich  
Sandwich  
scanner  
scanner  
screenshots  
screw you  
season  
see you  
see you soon  
Self-service  
service  
sex  
sexshop  
sexy  
sexy  
sexy  
sexy  
sexy

Sexy  
shake your booty!  
Shampoo  
Share  
Ship  
shit  
shit  
shit  
shit  
shopping  
shopping  
Shopping  
shopping  
Shopping  
shopping  
Shopping  
Shopping  
Shopping  
shopping  
Shopping  
Shopping  
shopping  
Shopping  
Shopping  
Shopping  
Shopping  
shot  
shot  
shot  
shot  
shot  
Shot  
Shot  
shot  
shotgun  
shots  
shots  
shut up  
shut up  
shut up  
shut up  
shut up!  
Shut up!  
sis  
sister  
sister  
sister  
site  
Site  
Site  
Site  
site  
site  
site  
site  
site  
site  
site  
site  
site  
Skate  
Skateboard  
Sketch  
Sky

Sleep  
slot  
Slotmachines  
slow  
small blind  
Smallblind  
Smart ass  
smell  
smell  
Smile  
Smoker  
smoker  
sms  
sms  
Snack  
Snack-bar  
snob  
Snowboarding  
So sweet!  
Soft  
Soft  
soft  
soft  
soft  
soft  
soft  
soft  
Software  
Software  
Software  
Software  
software  
software  
software  
sorry  
sorry  
sorry  
Sorry  
sorry  
sorry  
sorry  
Sorry  
Sorry  
soul  
Sound  
speed  
speed  
spot  
spot  
spot  
Spread  
Spyware  
Staff  
Stand up Comedy  
Standard  
Star  
star  
Star  
star

start  
status  
Stock  
stop  
Stop  
Stop  
store  
strange  
strawberry cheesecake  
Street  
stress  
Stress  
Strip  
Strip  
style  
subwoofer  
Sun  
sunglasses  
surf  
Surf  
surf  
Surf  
surf  
swearing  
sweat  
sweat shirt  
Sweatshirt  
sweatshirt  
Sweat-shirt  
Sweet  
sweet  
sweetheart  
sweetie  
swing  
tattoo  
Tea  
telephone  
Tell me  
Tennis  
tennis  
thank you  
thank you  
Thank you  
Thank you  
Thanks  
thanks  
thanks  
thanks  
Thanks  
Thanks/Thank you  
that's right  
that's what I like it  
the end  
Time  
time  
timing  
Timing  
toast  
top  
tour



True	what	Yes
T-shirt	What	yes
t-shirt	What	Yes
t-shirt	what a stallion	yes
t-shirt	what do you want?	yes
t-shirt	what the fuck	yes
t-shirt	what the fuck!	yes
t-shirt	what the hell?	yes
t-shirt	whatever	Yes
t-shirt	whatever	yes
T-shirt	whatever	Yes
T-shirt	whatever	yes
T-shirt	Whatever	yes
T-shirt	whatever	yes
T-shirt	whatever	yes
t-shirt	what's up	yes
t-shirt	What's up	yes
T-shirt	what's up!	yes
t-shirt	what's up?	yes
T-shirt	what's up?	yes
t-shirt	Where's that?	yes
Tuning	Whisky	Yes
Tuning	Who cares?	yes
Tuning	why	yes
Tuning	windows	Yes babe
turn over	windows	yo!
Tush (buttocks)	Windows	yo!
tuti-doping ?	windows	You
TV	Windows Media Player	you and me
unbelievable	windsurf	you can do it
underscore	Wind-surf	you're welcome
update	winner	yup
upgrade	winner	yup!
upload	winner	zip it
upload	wireless	zip it
upload	word	
very	work	
very British	Workshop	
very good	wot up dog	
very nice	wow!	
very nice	write	
very nice	ya	
very nice!	ya	
Very Well	ya	
vibe	yah	
volleyball	Yap	
volleyball	yeah	
W.C	yeah	
wait	yeah	
wake up	yeah	
wakeboard	yeah	
wakeboard	yeah	
Wallpaper	Yeah	
war	Yeah...Right!	
watch	yep	
webcam	yes	
weekend	yes	
what	yes	
what	yes	
what	yes	

Analysis based on the whole vocabulary

Total vocabulary = 757 types

Project wordcount = 2533 tokens

Types/tokens = 0.29885511

Types/sqrt(tokens) = 15.04105449

Yule's k = 54.88078485

66 ok	63 cool	54 night	52 hello	44 nice
40 yes	39 fashion	36 e-mail	28 t-shirt	25 bye
25 pen	24 fuck	22 love	21 people	20 cd
20 pc	20 up	19 download	19 internet	19 you
18 in	18 no	18 shopping	18 site	18 whatever
17 mail	16 k	16 out	15 copy	15 o
14 go	14 hi	14 it	14 me	14 paste
14 right	14 what	13 dvd	13 good	13 jeans
13 sexy	12 blackboard	12 coffee	12 god	12 hardware
12 messenger	12 my	12 software	12 stop	11 let's
11 shit	11 sorry	10 baby	10 feeling	10 marketing
10 shot	10 thanks	9 babe	9 crazy	9 disco
9 fine	9 i	9 man	9 party	9 shut
9 soft	9 yeah	8 a	8 lol	8 net
8 password	8 please	8 very	7 all	7 break
7 bus	7 email	7 game	7 hamburger	7 oh
7 over	7 surf	7 the	6 and	6 background
6 be	6 bitch	6 brother	6 don't	6 feedback
6 hot	6 kiss	6 money	6 of	6 okay
6 p	6 rock	5 b	5 back	5 bar
5 bodyboard	5 c	5 delete	5 e-learning	5 gay
5 joke	5 light	5 motherboard	5 off	5 park
5 playstation	5 private	5 retail	5 sweet	5 tea
5 thank	5 top	5 what's	5 windows	4 ass
4 basket	4 basketball	4 beautiful	4 blind	4 boxers
4 clip	4 divx	4 drink	4 eyeliner	4 from
4 great	4 ice	4 illegible	4 just	4 know
4 manager	4 media	4 miss	4 print	4 relax
4 scanner	4 smile	4 sms	4 star	4 sweat
4 take	4 time	4 tuning	4 way	3 anyway
3 as	3 asshole	3 away	3 big	3 bike
3 blog	3 bluff	3 boss	3 bro	3 check
3 christ	3 c'mon	3 cornflakes	3 damn	3 dj
3 dog	3 drive	3 easy	3 eye	3 family
3 flash	3 flop	3 football	3 friend	3 friends
3 fun	3 happy	3 hip-hop	3 honey	3 i'm
3 inputs	3 jesus	3 keyboard	3 kisses	3 look
3 mind	3 morning	3 on	3 online	3 penalty
3 pen-drive	3 play	3 portfolio	3 r	3 ranking
3 sandwich	3 see	3 sister	3 speed	3 spot

3 stakeholder	3 upload	3 volleyball	3 wake	3 winner
3 wireless	3 word	3 work	3 ya	3 yup
2 awesome	2 beach	2 beer	2 bet	2 bit
2 blush	2 book	2 brainstorm	2 brainstorming	2 bugger
2 burger	2 by	2 call	2 case	2 cd-rom
2 chat	2 check-in	2 check-up	2 chip	2 coca-cola
2 computer	2 deadline	2 dealer	2 deep	2 do
2 drinks	2 drop	2 english	2 excuse	2 five
2 flyers	2 fold	2 forward	2 franchising	2 give
2 gloss	2 guess	2 happiness	2 heavy	2 help
2 hey	2 hip	2 hi-tech	2 hop	2 hotel
2 house	2 input	2 jazz	2 ketchup	2 king
2 kitesurf	2 know-how	2 laptop	2 leasing	2 message
2 metal	2 microsoft	2 mother	2 move	2 music
2 need	2 news	2 nigga	2 offline	2 off-line
2 on-line	2 outlet	2 outputs	2 outsourcing	2 perfect
2 performance	2 phone	2 player	2 poker	2 pop
2 post	2 postar	2 profile	2 pullover	2 pumps
2 quiet	2 raise	2 ready	2 really	2 record
2 report	2 reset	2 rise	2 river	2 roaming
2 s	2 self-service	2 shake	2 shine	2 shirt
2 shops	2 shots	2 skate	2 sleep	2 smell
2 smoker	2 so	2 soul	2 sound	2 stakeholders
2 stand	2 stock	2 stress	2 strip	2 sucks
2 sweater	2 sweatshirt	2 tennis	2 that's	2 timing
2 to	2 tour	2 toy	2 underwear	2 update
2 video	2 w	2 wakeboard	2 web	2 workshop
2 yo	2 zip	1 access	1 account	1 aftershave
1 aggressive	1 angel	1 any	1 april	1 avatar
1 backstage	1 backup	1 bad	1 balance	1 band
1 bear	1 beats	1 beauty	1 behave	1 believe
1 best-seller	1 bite	1 black	1 blacks	1 blockbuster
1 bluetooth	1 board	1 body	1 bodybalance	1 bodycombat
1 bodypump	1 bodysurf	1 boogie	1 books	1 boom
1 boost	1 booty	1 boring	1 bowline	1 bowling
1 boy	1 boyfriend	1 breakfast	1 british	1 brushing
1 budget	1 business	1 busy	1 buttocks	1 cam
1 can	1 cap	1 cares	1 car-rent	1 catering
1 cds	1 cell	1 chairman	1 chart	1 chats
1 cheese	1 cheesecake	1 chemistry	1 chick	1 chill
1 choose	1 ciao	1 city	1 classes	1 clean
1 close	1 clothes	1 club	1 clumsy	1 coat
1 cocktail	1 colleague	1 come	1 comedy	1 comic
1 company	1 connects	1 cookies	1 cost	1 course
1 courts	1 crap	1 cute	1 damm	1 dance
1 dark	1 darling	1 datashow	1 dco	1 dear
1 debriefing	1 delay	1 deletar	1 delta	1 design

1 designer	1 diet	1 difference	1 disappointment	1 done
1 down	1 downloads	1 downsizing	1 dozens	1 draft
1 dreams	1 drive-in	1 dude	1 duh	1 dumping
1 e	1 each	1 elearning	1 end	1 es
1 essay	1 europe	1 evidence	1 evolution	1 exit
1 export	1 expressions	1 fag	1 fight	1 finish
1 fire	1 firmware	1 fish	1 flip	1 floor
1 flow	1 flyer	1 forget	1 freakin'	1 freckles
1 freedom	1 freelance	1 fresh	1 fuckin	1 funny
1 gala	1 games	1 gangster	1 gap	1 general
1 get	1 goggle	1 goodbye	1 gosh	1 greetings
1 groovy	1 guidelines	1 guiness	1 guy	1 gym
1 hacker	1 hand	1 hardcore	1 hat-trick	1 headphones
1 heavy-metal	1 hell	1 hellocard	1 helloooo	1 hobbie
1 holding	1 home	1 homework	1 hotmail	1 hotpants
1 hotspot	1 hour	1 humanity	1 hungry	1 idea
1 identity	1 i'll	1 import	1 imposex	1 indeed
1 insert	1 ipod	1 ipods	1 is	1 jah
1 jam	1 jeep	1 kart	1 kick	1 kidding
1 kind	1 kinda	1 kit	1 kite	1 knife
1 knockout	1 ko	1 label	1 lady	1 laser
1 lay-off	1 layout	1 let	1 life	1 like
1 liner	1 link	1 links	1 lip	1 lipgloss
1 little	1 lives	1 loading	1 log	1 log-in
1 lots	1 low	1 lunch	1 made	1 making
1 matter	1 maybe	1 mean	1 mega-bit	1 memo
1 men	1 mensenger	1 merchandising	1 milk	1 milkshake
1 mister	1 monkey	1 moon	1 mp	1 msn
1 mum	1 mummy	1 musik	1 must	1 myself
1 nalti	1 national	1 network	1 never	1 nevermind
1 nigger	1 nope	1 nothing	1 omg	1 open
1 other	1 outline	1 output	1 outside	1 pacemaker
1 pace-maker	1 pal	1 pan	1 pay-shop	1 peace
1 peeling	1 pendisk	1 pendrive	1 peter	1 phones
1 photo	1 piece	1 pizza	1 play-list	1 pool
1 positive	1 post-it	1 power	1 powerpoint	1 ppl
1 primer	1 princess	1 printar	1 problem	1 pull
1 pussy	1 puzzle	1 rand	1 randomizer	1 rap
1 rappers	1 rave	1 rave-party	1 rayban	1 read
1 reboot	1 rent-a-car	1 reporter	1 resort	1 restaurant
1 rock'n'roll	1 roll	1 router	1 rugby	1 rule
1 running	1 save	1 scouting	1 screen	1 screenshots
1 screw	1 season	1 service	1 sex	1 sexshop
1 shampoo	1 share	1 shiny	1 ship	1 shitty
1 shoes	1 shotgun	1 show	1 sis	1 six-pack
1 skateboard	1 sketch	1 skirt	1 sky	1 slot
1 slotmachines	1 slow	1 small	1 smallblind	1 smart

1 smoking	1 snack	1 snackbar	1 snack-bar	1 snob
1 snowboarding	1 soccer	1 somebody's	1 soon	1 spread
1 spyware	1 squash	1 staff	1 stallion	1 standard
1 standby	1 stars	1 start	1 status	1 stilettos
1 store	1 strange	1 strawberry	1 street	1 style
1 subwoofer	1 sun	1 sunglasses	1 swearing	1 sweat-shirt
1 sweetheart	1 sweetie	1 sweety	1 swing	1 tattoo
1 telephone	1 tell	1 terms	1 that	1 ther
1 there	1 tight	1 title	1 toast	1 tonight
1 trench	1 true	1 turn	1 tush	1 tuti-doping
1 tv	1 unbelievable	1 underground	1 underscore	1 understand
1 upgrade	1 usb	1 user	1 vibe	1 vibration
1 visitors	1 wait	1 wallpaper	1 want	1 war
1 watch	1 webcam	1 website	1 weekend	1 welcome
1 well	1 where's	1 whisky	1 who	1 why
1 windsurf	1 wind-surf	1 world	1 wot	1 wow
1 write	1 yah	1 yep	1 your	1 you're
1 yours	1 yourself			

A.K.A
A.S.A.P
A.S.A.P.
access
access
account user
aftershave
aggressive
all good
all night
All Right
All right
all right
All right
All Right
All stars
Angel
Any?
Anyway
anyway
anyway
anyway
April
ass
Ass
Ass
Asshole
asshole
asshole
automatic
Avatar ?
Awesome
B2B
Babe
babe
babe
babe
babe
babe
Babe
Baby
baby
baby
baby
baby
baby
baby
baby
baby
baby
baby
Back (as in <i>I'm back</i> )
Background
Background

background
background
background
background
backstage
backstage
Backup
Bad
Band
Bar
bar
bar
bar
bar
Basket
Basket
Basket
basket
basketball
Basketball
Basketball
basketball
basketball
Be quiet
be quiet
be right back
be right back
Beach
beach
beach
Beats me!
beautiful
beautiful
beautiful
beautiful
Beauty
because
Beer
beer
beer
beer
believe me
Best-seller
Best-seller
bet
bet
big
big blind
big blind
bike
bike
bike
Bit
Bitch
bitch

Bitch
bitch
bitch
Bitch
Bite me
black out
blackboard
Blackboard
Blackboard
Blackboard
blackboard
Blackboard
blackboard
Blackboard
Blackboard
Blackboard
blackboard
Blackboard
blacks
blind
Blockbuster
blog
blog
Blog
Bluetooth
bluff
Bluff
bluff
blush
blush
body balance
Bodybalance
bodyboard
bodyboard
Bodyboard
Bodyboard
bodyboard
bodycombat
bodypump
bodysurf
Book
book
Books
Boom
Boost
boots ride
Boring
boss
boss
Boss
Both
bowline
Bowling
bowling
boxers



Boxers
Boxers
Boxers
boy
boy
boyfriend
brainstorm
Brainstorm
brainstorming
Brainstorming
break
break
breakfast
bro
bro
Bro(ther)
brother
brother
brother
Brother
brother
Brother
brother
brother
brother
brother
brother
brother
Brushing
budget
bugger
Bugger off
Burger
burger king
bus
bus
bus
bus
bus
bus
bus
bus
Business
business
business
business
business
business
businessmen
businessmen
businesswoman
businesswomen
busy
by night
By the way
bye

bye
Bye
bye
bye
Bye
Bye
Bye
Bye
bye
Bye
Bye
bye
bye
bye
Bye
bye
bye bye
Bye Bye
bye bye
Bye Bye
Call
call
call
call
cap
car-rent
cash flow
cat
Catering
CD
CD
CD
CD
CD
Cd
CD
cd
CD
CD
cd
CD
CD
CD
CD
CD
CD
CD
CD
CD
cd-rom
CD-Rom
CDs
cell phone
chairman
chat

Chat
chat
Chats
check it out
check it out
Check sound
check-in
check-in
check-up
Check-up
cheese
chemistry
Chick
chill out
Chip
Chip
choose
Christ
Ciao
city
classes
Clean
Clip
clip
close
Club
clumsy
c'mon
C'mon
c'mon
coca-cola
coca-cola
cocktail
coffe break
coffee
coffee
coffee
coffee
coffee
coffee
coffee
coffee brake
coffee break
coffee break
coffee break
coffeebreak
colleague
Come on
come on
Comic
company
computer
computer
computer
computer

[illegible]

[illegible]

cute
cute (written)
d.j.
Damm
damn
damn
Damn!
dance floor
dark
darling
Datashow
date
DCO Evolution Soccer
Deadline
Deadline
Dealer
dealer
Dear lady Peter Pan
debriefing
deep
deep
Delay
Deletar (from delete)
delete
delete
delete
delete
delta
design
Designer
diet
Difference
disappointment
Disco
disco
disco
Disco
Disco
disco
disco
Disco
Disco
Divx
Divx
Divx
divx
DJ
DJ
dog
dog
dog
Done!
don't matter
Don't stop
down

[illegible]

DVD
DVD
DVD
e mail
easy
Either
elearning
E-learning
e-learning
E-learning
e-learning
e-learning
e-learning
E-learning
email
email
email
Email
email
email
email
email
e-mail
e-mail
E-mail
E-mail
E-mail
E-mail
e-mail
E-mail
E-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
e-mail
E-mail
e-mail
E-mail
e-mail
e-mail
e-mail
e-mail
e-mail



[illegible]

fashion
Fashion
fashion
fashion
Fashion
Fashion
Fashion
fashion
Fashion
Fashion
fashion
fashion
fashion
fashion
fashion
fashion
fashion
fashion
fashion
fashion
fashion
fashionable
father
feedback
feedback
feedback
feedback
feedback
Feedback
feedback
feed-back
feeling
feeling
feeling
Feeling
feeling
feeling
feeling
feeling
feeling
feeling
feeling
Feeling
feeling
fight
fine
fine
Fine
Fine
fine
fine
fine
Fine
fine!
finish

finish
fire
firmware
first
fish
flash
flash
Flash
flashcards
flat
flat
flip flop
Flop
Flop
flow
fly or die
flyer
flyers
Flyers
Fold
fold
Football
Football
Football
football
football
football
football
football
forget it
forward
forward
Franchising
Franchising
freakin' awesome
Freckles
Freedom
freelance
fresh
Friend
friend
Friends
friends
friends
friends
front ride
Fuck
fuck
Fuck
fuck
fuck
fuck
fuck
Fuck
Fuck
Fuck

Fuck
Fuck
Fuck
fuck
Fuck
fuck
fuck
fuck
fuck
Fuck off
Fuck you
Fuck you
Fuck you
fuck you
fuck you
Fuck!
Fun
fun
fun
funny guy
gala
game
game boy
Game over
Game over
Game over
game over
game over
Game over
gangster
gap
Gay
gay
Gay
Gay
Gay
general
get out
girl
give me five
give me five
gloss
gloss
go
go
Go
go
go
go out
God
God
God
God damn it!
goggle

good
Good
good
Good
Good
Good
good bye
Good lucky
good morning
Good Morning
good morning
good night
Good!!
Goodbye
goodbye
goodbye
goodbye
google
great
great
great
great
Great!
greetings
Groovy
Guidelines
Guinness
gym
hacker
hamburger
Hamburger
Hamburger
Hamburger
Hamburger
Hamburger
Hamburger
hamburger
hamburger
hamburger
hamburger
hamburger
Hand out
handout
Happiness
Happiness
happy
happy
Happy hour
Hardcore
hardware
hardware
Hardware
Hardware
hardware
Hardware

[illegible]

Hello
hello
hello
hello
hello
hello
Hello
hello sweety
Hello!
Hello!
Hello!
hello!
hello, hi
hello/hi
Hello/Hi
hellocard
Helloooo!
Help me
Help me!
Hey
hey there
Hi
Hi
Hi
hi
Hi
Hi
Hi
Hi my friend!
Hi! Hello!
hi5
hi5
hi5
hi5
hi5
Hip Hop
hip hop
hip-hop
Hip-Hop
hip-hop
hi-tech
hi-tech
hobbie
hobbies
Holding
holiday
home
homework
homework
honey
Honey
Honey!
horrible
Hot
hot

Hot
hot
hot
hot dog
hot dog
Hotel
hotel
hotmail
hotpants
Hotspot
house
house
House
House Musik
housework
Humanity
hungry
husband
I
I am fine
I don't
I don't know
I don't know
I don't know
I don't understand!
I feel good
I guess
I guess so...
I know
I like
I love you
I miss you
I need
ice tea
ice tea
ice tea
Ice Tea
Identity
I'll be back
I'm
I'm away
I'm socked
Import
imposex ?
In
in
In
in
in
in
in
in love
in studying
Indeed
input



input
input
inputs
inputs
inputs
insert
Interface
internet
internet
Internet
internet
internet
internet
Internet
Internet
internet
internet
Internet
internet
Internet
Internet
Internet
internet
internet
internet
Internet
Internet
Internet
Ipod
Ipods
it really sucks
jacket
jah lives
Jam
jazz
jazz
jean
jeans
jeans
Jeans
Jeans
Jeans
Jeans
Jeans
Jeans
Jeans
jeans
Jeans
Jeep
Jesus
Jesus Christ
Jesus Christ
joke
just a little bit
just in case

just in case
just in time
K.O
K.O.
k.o.
kart
keeper
ketchup
ketchup
Keyboard
keyboard
Keyboard
Kick
Kinda (kind of)
king
kiss
Kiss
Kiss
kiss
Kiss
kiss
kiss
kiss
Kiss/es
kisses
kisses
kisses
Kisses & behave
Kit
kite surf
kitesurf
kitesurf
knife
knockout
know-how
know-how
know-how
ko
kyte
L.O.L.
Label
Laptop
laptop
laser
Lay-off
Layout
Leasing
Leasing
Let it be
Let's Boogie
let's go
let's go
let's go
let's go
let's go

let's go
Let's go
let's go
let's go!
Let's go!
letter
life
light
light
light
light
light
like
like
link
Links
lip
lipgloss
lite
little
loading
log in/out
login
log-in
LOL
lol
lol
LoL
lol
LOL
lol
look
look
look
look
look
look
lots of English expressions
love
love
love
love
love
love
love
love
Love
love
Love
Love
love
love
love
Love

Love
love
love
love each other
Low cost
lunch
MacDonald's
Made in
mail
Mail
Mail
Mail
mail
mail
mail
Mail
mail
mail
mail
mail
mail
mail
mail
mail
making off
man
man
man
man
man
man
man
man
man
man
man
man
man
manager
Manager
manager
manager
manager
marketing
marketing
marketing
Marketing
Marketing
marketing
marketing
marketing
marketing
Marketing
marketing
marketing

marketing
marketing
marketing
marketing
marketing
marketing
marketing
marketing
marketing
marketing
marketing
Mass media
maybe
Me
Me
me and myself
mean
media
media
Media Player
Mega-bit
Memo
memory stick
men
Messenger
Merchandising
merchandising
Message
message
Messenger
Messenger
Messenger
Messenger
messenger
messenger
Messenger
Messenger
messenger
messenger
messenger & mail
metal
Microsoft
Microsoft Word
milk
milkshake
Mind Games
Miss
Miss
miss
miss and mister
Mister
money
money
money

money
money
Money
money
monkey
monkey
Moon
mother
mother
mother
Mother Board
motherboard
motherboard
Motherboard
Motherboard
Motherboard
move
Move
MP3
msn messenger
mum
mummy
music
Music
Music
must
my
My
my baby
my care
My god
My god
my last
my love
my love
my love
my man
nailpolish
National Idea
Need
need
net
Net
Net
Net
net
net
net
net
net (as in internet)
Network
Never
never mind
nevermind
News

[illegible]

night
night
night
night
night
Night
night
night
night
night
Night
Night
night
night
night
night
Night
night
night
night
night
night
night
night
night
night
night
night
night
night
Night
night
night
Night
night
night
night
night
night
night
night
night
night
night
night
no
no
no
No
no
no
no
No
No



no
no
no
no
No
no
no fuckin way
no kidding...!
No problem
no problem
No shit!
No way
No way...
no yes
none
nope
Nothing
O.K
O.K
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
O.K.
o.k.
O.K.
of course
off
off shore
Off the record
offline
offline
offline
offline
off-line
off-line
off-side
off-side
off-side
Oh God!
oh my God
Oh my God!
Oh my God!
Oh My God/Oh God
Oh my gosh!
OK
OK
OK
ok

ok
OK
ok
ok
ok
ok
ok
ok
ok
ok
OK
ok
ok
ok
ok
ok
ok
ok
ok
ok
OK
OK
ok
ok
ok
ok
ok
ok
ok
ok
ok
ok
ok
ok
ok
ok
OK
OK
OK
OK
OK
Ok
OK
Ok
OK
OK
ok
OK
OK
ok
OK
ok
ok
ok
ok
ok

ok
Ok
ok
ok
ok
ok
ok
ok
ok
ok
OK
OK
ok
ok
ok
ok
Ok
Ok
Ok
ok!
ok!
ok!
Ok!
ok?
okay
okay
okay
Okay
Okay
okay
omg
on
on/off
online
online
online
online
online
online
online
on-line
On-line
On-line
open mind
Out
out
out
out
out
out
out
outlet
outlet
outline
output
output

outputs
outputs
outside
outside
outsourcing
Outsourcing
P.C.
P.C.
p.c.
pacemaker
Pace-maker
pal
papel
Paris, Texas
Party
party
Party
party
party
party
party
Party
party
password
password
password
Password
password
Password
password
password
password
Password, etc...
Paste
paste
pay-shop
PC
PC
PC
pc
PC
PC
PC
PC
PC
pc
PC
PC
PC
pc
PC
PC
PC
PC
PC
PC

[illegible]

people
people
people
people
people
people
people
Perfect
perfect
Performance
performance
Performance
Phone
phones
Photo
photo
piece of crap
pig
pizza
Play
play
play
play
player
Play-list
playstation
playstation
Playstation
Playstation
Playstation
playstation
please
please
please
Please
please
please
Please
Please
please
please
Poker
poker
poker
polite
pool
Pop
pop, soul
Portfolio
portfolio
Portfolio
Positive
postar (from to post)
postar (from to post)
post-it

Power
powerpoint
ppl/people
primer
Princess
print
print
print
Print screen
Printar (from print)
prison break
Prison Break
private
Private joke
private joke
private joke
Private joke
Profile
Profile Visitors
Program
Pull and Bear
pullover
Pullover
pumps
pumps
pussy
puzzle
R & B
R & B
raise
raise
Rand B
randomizer
ranking
Ranking
Ranking
rap
rappers
rave
rave-party
rayban
read
ready
ready
really
reboot
Record
re-fill
Relax
Relax
relax
relax
Relax
Rent-a-car
report

Reporter (report)
Reset
reset
Resort
restaurant
restaurant
retail park
Retail Park
Retail Park
retail park
retail park
right
Right
right
right
right
Rise and Shine!
Rise and Shine!
River
River
roaming
Roaming
rock
Rock
Rock
rock
rock
rock and roll
rock and roll
Rock'n'roll
router
Rugby
rule( r )
rules
sandwich
sandwich
Sandwich
sandwich
save as
Scanner
scanner
scanner
scanner
scouting
screenshots
screw you
season
see you
See you
see you soon
self-service
Self-service
Self-service
service
sex



sexshop
sex-shop
Sexy
sexy
sexy
sexy
sexy
sexy
Sexy
sexy
sexy
sexy
sexy
sexy
Sexy
Shake it babe...
shake your booty!
Shampoo
Share
shell
shiny
Ship
shit
Shit
shit
shit
shit
shit
shit
shit
shit
shit
shit
shit
shit
Shit!
Shit!
shitty
Shoes
shopping
shopping
shopping
shopping
Shopping
shopping
Shopping
shopping
Shopping
Shopping
shopping
Shopping
Shopping
shopping
Shopping
Shopping
shopping

shopping (let's go)
Shops
shops
shot
shot
shot
shot
shot
shot
Shot
Shot
shot
shot (drink)
shotgun
shots
shots
shots
show
show
shut up
Shut up
shut up
shut up
shut up
shut up
Shut up!
shut up!
Shut up!
sis
sister
sister
sister
site
site
site
site
site
site
site
site
Site
Site
Site
site
site
site
site
site
site
site
site
site
sites
six-pack
skate

[illegible]

software
software
software
Somebody's in the house tonight...
sorry
sorry
sorry
sorry
sorry
Sorry
sorry
sorry
sorry
Sorry
Sorry
sorry
sorry
Sorry
sorry
sorry
soul
soul
Sound
Speed
speed
speed
spot
spot
spot
spot
spot
Spread
Spyware
squash
Staff
Stakeholder
stakeholder
stakeholder
Stakeholders
stakeholders
stand
Stand up Comedy
Standard
standby
Star
star
Star
star
start
status
steel
stilettos
Stock
Stock
stop

Stop
stop
stop
stop
STOP
Stop
Stop
stop
Stop
Stop
stop
stop
stop
stop
Stop
Stop
store
store
strange
strawberry cheesecake
Street
stress
Stress
Strip
Strip
stupid
style
subwoofer
sucks
summer
summer
summer
summer
Sun
sunglasses
surf
surf
Surf
surf
Surf
surf
surfing
swearing
sweat
sweat
Sweat Shirt
sweat shirt
sweater
sweater
Sweatshirt
sweatshirt
Sweat-shirt
sweet
Sweet
sweet
sweet dreams

sweetheart
sweetie
swell
swing
Take away
Take away
take it easy
Take it easy
tattoo
Tea
tea
telephone
Tell me
Tennis
tennis
tennis
thank you
thank you
Thank you
Thank you
Thank you
thanks
Thanks
Thanks
thanks
Thanks
thanks
thanks
thanks
Thanks
thanks
thanks
Thanks/Thank you
that's right
that's what I like it
the end
thing
Time
time
time is running out
timing
Timing
timing
title
toast
too late
top
top
top
top (chart)
top (clothes)
tour
trench coat
trendy
trendy

trendy
True
T-shirt
T-shirt
T-shirt
T-shirt
T-shirt
t-shirt
T-shirt
T-shirt
t-shirt
t-shirt
t-shirt
t-shirt
t-shirt
t-shirt
t-shirt
T-shirt
T-shirt
T-shirt
T-shirt
T-shirt
t-shirt
t-shirt
T-shirt
t-shirt
T-shirt
t-shirt
T-shirt
T-shirt & jeans
Tuning
Tuning
Tuning
Tuning
turn over
Tush (buttocks)
tuti-doping ?
TV
unbelievable
underground
underscore
underwear
underwear
Up yours
update
update
update
upgrade
upload
upload
upload
very
very British
very good

very nice
very nice
very nice
very nice!
Very Well
vibe
vibration
video clip
video clip
Volleyball
volleyball
volleyball
volleyball
W.C
W.C.
wait
wake up
wake up
wake up
wakeboard
wakeboard
walking
Wallpaper
war
war
watch
WC
weather
web
web
web cam
webcam
website
website
weekend
weekend
weekend
weekend
weekend
weekend
weekend
what
what
what
what
what
What
What
what
what a stallion
what do you want?
what the fuck
what the fuck!
what the hell?
what?



whatever
whatever
whatever
whatever
whatever
whatever
whatever
whatever
whatever
whatever
Whatever
whatever
whatever
whatever
whatever
Whatever
whatever
whatever
Whatever
what's up
What's up
what's up!
what's up?
what's up?
Where's that?
Whisky
Who cares?
why
win
windows
windows
Windows
windows
windows
Windows
Windows
Windows Media Player
windsurf
Wind-surf
wine
wine
winner
winner
winner
wireless
wireless
wireless
woman
woman
Word
word
work
work
work

[illegible]

yes
yes
Yes
yes
yes
yes
yes
yes
yes
yes
yes
yes
yes
Yes
yes
Yes babe
yes/no
yo!
yo!
You
you and me
you can do it
you're welcome
yourself
yup
yup!
zapping
zip it
zip it
zoom

Analysis based on the whole vocabulary

Total vocabulary = 857 types

Project wordcount = 2973 tokens

Types/tokens = 0.28826102

Types/sqrt(tokens) = 15.71749632

Yule's k = 53.44207295

82 ok	77 cool	58 hello	56 night	50 yes
49 nice	45 fashion	41 e-mail	29 fuck	29 t-shirt
26 bye	26 love	26 pen	24 download	24 no
23 marketing	22 internet	22 people	21 you	20 cd
20 pc	20 site	20 up	20 whatever	19 k
19 o	19 shopping	18 in	17 go	17 hi
17 mail	17 my	17 stop	16 good	16 i
16 out	16 sorry	15 copy	15 man	15 what
14 dvd	14 it	14 me	14 right	14 shit
13 baby	13 feeling	13 hardware	13 messenger	13 paste
13 sexy	12 blackboard	12 god	12 hamburger	12 jeans
12 let's	12 software	12 thanks	11 brother	11 coffee
11 soft	10 fine	10 password	10 please	10 shot
9 babe	9 crazy	9 disco	9 kiss	9 net
9 party	9 shut	9 yeah	8 a	8 all
8 and	8 break	8 bus	8 game	8 very
8 windows	7 don't	7 e-learning	7 email	7 feedback
7 football	7 hot	7 lol	7 money	7 off
7 oh	7 online	7 over	7 rock	7 surf
7 the	7 weekend	6 background	6 be	6 bitch
6 business	6 dog	6 gay	6 look	6 okay
6 p	6 playstation	6 tea	6 thank	5 b
5 back	5 bar	5 basketball	5 bodyboard	5 c
5 delete	5 drink	5 great	5 house	5 joke
5 light	5 manager	5 media	5 miss	5 motherboard
5 of	5 park	5 pen-drive	5 play	5 print
5 private	5 relax	5 retail	5 spot	5 sweet
5 top	5 what's	4 anyway	4 ass	4 basket
4 beautiful	4 beer	4 blind	4 boxers	4 call
4 clip	4 computer	4 damn	4 divx	4 drive
4 eyeliner	4 friends	4 from	4 goodbye	4 ice
4 illegible	4 i'm	4 just	4 kisses	4 know
4 like	4 mother	4 offline	4 on	4 sandwich
4 scanner	4 smile	4 sms	4 star	4 summer
4 sweat	4 take	4 time	4 tuning	4 volleyball
4 way	4 ya	3 as	3 asshole	3 away
3 beach	3 big	3 bike	3 blog	3 bluff
3 boss	3 boy	3 bro	3 chat	3 check
3 christ	3 c'mon	3 cornflakes	3 dj	3 easy
3 eye	3 family	3 flash	3 flop	3 friend

3 fun	3 happy	3 heavy	3 hip-hop	3 honey
3 input	3 inputs	3 jesus	3 keyboard	3 know-how
3 mind	3 morning	3 music	3 need	3 off-side
3 on-line	3 penalty	3 performance	3 player	3 poker
3 portfolio	3 r	3 ranking	3 see	3 self-service
3 shots	3 sister	3 sleep	3 soul	3 speed
3 stakeholder	3 timing	3 trendy	3 update	3 upload
3 wake	3 web	3 winner	3 wireless	3 word
3 work	3 workshop	2 access	2 awesome	2 backstage
2 best-seller	2 bet	2 bit	2 blush	2 book
2 bowling	2 brainstorm	2 brainstorming	2 bugger	2 burger
2 businessmen	2 by	2 case	2 cd-rom	2 check-in
2 check-up	2 chip	2 coca-cola	2 come	2 crap
2 cute	2 deadline	2 dealer	2 deep	2 do
2 drinks	2 drive-in	2 drop	2 english	2 excuse
2 fag	2 finish	2 five	2 flat	2 flow
2 flyers	2 fold	2 forward	2 franchising	2 give
2 gloss	2 guess	2 happiness	2 help	2 hey
2 hip	2 hi-tech	2 homework	2 hop	2 hotel
2 jazz	2 ketchup	2 king	2 kitesurf	2 l
2 laptop	2 leasing	2 little	2 merchandising	2 message
2 metal	2 microsoft	2 mister	2 monkey	2 move
2 never	2 news	2 nigga	2 off-line	2 outlet
2 output	2 outputs	2 outside	2 outsourcing	2 peeling
2 perfect	2 phone	2 photo	2 pop	2 post
2 postar	2 prison	2 problem	2 profile	2 pullover
2 pumps	2 quiet	2 raise	2 ready	2 really
2 record	2 report	2 reset	2 restaurant	2 ride
2 rise	2 river	2 roaming	2 roll	2 s
2 shake	2 shine	2 shirt	2 shops	2 show
2 skate	2 smell	2 smoker	2 so	2 soccer
2 sound	2 stakeholders	2 stand	2 stock	2 store
2 stress	2 strip	2 sucks	2 sweater	2 sweatshirt
2 tennis	2 that's	2 to	2 tour	2 toy
2 underwear	2 video	2 w	2 wakeboard	2 war
2 website	2 wine	2 woman	2 yo	2 yup
2 zip	1 account	1 aftershave	1 aggressive	1 am
1 angel	1 any	1 april	1 automatic	1 avatar
1 backup	1 bad	1 balance	1 band	1 bear
1 beats	1 beauty	1 because	1 behave	1 believe
1 bite	1 black	1 blacks	1 blockbuster	1 bluetooth
1 board	1 body	1 bodybalance	1 bodycombat	1 bodypump
1 bodysurf	1 boogie	1 books	1 boom	1 boost
1 boots	1 booty	1 boring	1 both	1 bowline
1 boyfriend	1 brake	1 breakfast	1 british	1 brushing
1 budget	1 businesswoman	1 businesswomen	1 busy	1 buttocks
1 cam	1 can	1 cap	1 care	1 cares

1 car-rent	1 cash	1 cat	1 catering	1 cds
1 cell	1 chairman	1 chart	1 chats	1 cheese
1 cheesecake	1 chemistry	1 chick	1 chill	1 choose
1 ciao	1 city	1 classes	1 clean	1 close
1 clothes	1 club	1 clumsy	1 coat	1 cocktail
1 coffe	1 coffeebreak	1 colleague	1 comedy	1 comic
1 company	1 concrete	1 connects	1 cookies	1 corner
1 cost	1 course	1 courts	1 d	1 damm
1 dance	1 dark	1 darling	1 datashow	1 date
1 dco	1 dear	1 debriefing	1 delay	1 deletar
1 delta	1 design	1 designer	1 die	1 diet
1 difference	1 disappointment	1 done	1 down	1 downloads
1 downsizing	1 dozens	1 draft	1 dreams	1 dude
1 duh	1 dumping	1 e	1 each	1 either
1 elearning	1 end	1 es	1 essay	1 etc
1 europe	1 ever	1 evidence	1 evolution	1 excel
1 exit	1 expert	1 export	1 expressions	1 fair
1 fashionable	1 father	1 feed-back	1 feel	1 fight
1 fire	1 firmware	1 first	1 fish	1 flashcards
1 flip	1 floor	1 fly	1 flyer	1 forget
1 freakin'	1 freckles	1 freedom	1 freelance	1 fresh
1 front	1 fuckin	1 funny	1 gala	1 games
1 gangster	1 gap	1 general	1 get	1 girl
1 goggle	1 google	1 gosh	1 greetings	1 groovy
1 guidelines	1 guiness	1 guy	1 gym	1 hacker
1 hand	1 handout	1 hardcore	1 hat-trick	1 headphones
1 heavy-metal	1 hell	1 hellocard	1 helloooo	1 hobbie
1 hobbies	1 holding	1 holiday	1 home	1 horrible
1 hotmail	1 hotpants	1 hotspot	1 hour	1 housework
1 humanity	1 hungry	1 husband	1 idea	1 identity
1 i'll	1 import	1 imposex	1 indeed	1 insert
1 interface	1 ipod	1 ipods	1 is	1 j
1 jacket	1 jah	1 jam	1 jean	1 jeep
1 kart	1 keeper	1 kick	1 kidding	1 kind
1 kinda	1 kit	1 kite	1 knife	1 knockout
1 ko	1 kyte	1 label	1 lady	1 laser
1 last	1 late	1 lay-off	1 layout	1 let
1 letter	1 life	1 liner	1 link	1 links
1 lip	1 lipgloss	1 lite	1 lives	1 loading
1 log	1 login	1 log-in	1 lots	1 low
1 lucky	1 lunch	1 macdonald's	1 made	1 making
1 mass	1 matter	1 maybe	1 mean	1 mega-bit
1 memo	1 memory	1 men	1 messenger	1 milk
1 milkshake	1 moon	1 mp	1 msn	1 mum
1 mummy	1 musik	1 must	1 myself	1 nailpolish
1 nalti	1 national	1 network	1 nevermind	1 nigger
1 none	1 nope	1 nothing	1 omg	1 open

1 or	1 other	1 outline	1 pacemaker	1 pace-maker
1 pal	1 pan	1 papel	1 paris	1 past
1 pay-shop	1 peace	1 pendisk	1 pendrive	1 peter
1 phones	1 piece	1 pig	1 pizza	1 play-list
1 polite	1 pool	1 positive	1 post-it	1 power
1 powerpoint	1 ppl	1 primer	1 princess	1 printar
1 program	1 pull	1 pussy	1 puzzle	1 rand
1 randomizer	1 rap	1 rappers	1 rave	1 rave-party
1 rayban	1 read	1 reboot	1 re-fill	1 rent-a-car
1 reporter	1 resort	1 rock'n'roll	1 router	1 rugby
1 rule	1 rules	1 running	1 save	1 scouting
1 screen	1 screenshots	1 screw	1 season	1 service
1 sex	1 sexshop	1 sex-shop	1 shampoo	1 share
1 shell	1 shiny	1 ship	1 shitty	1 shoes
1 shore	1 shotgun	1 sis	1 sites	1 six-pack
1 skateboard	1 sketch	1 skirt	1 sky	1 slot
1 slotmachines	1 slow	1 small	1 smallblind	1 smart
1 smoking	1 snack	1 snackbar	1 snack-bar	1 snob
1 snow-board	1 snowboarding	1 socked	1 somebody's	1 soon
1 spread	1 spyware	1 squash	1 staff	1 stallion
1 standard	1 standby	1 stars	1 start	1 status
1 steel	1 stick	1 stiletos	1 strange	1 strawberry
1 street	1 studying	1 stupid	1 style	1 subwoofer
1 sun	1 sunglasses	1 surfing	1 swearing	1 sweat-shirt
1 sweetheart	1 sweetie	1 sweety	1 swell	1 swing
1 tattoo	1 telephone	1 tell	1 tennis	1 terms
1 texas	1 that	1 ther	1 there	1 thing
1 tight	1 title	1 toast	1 tonight	1 too
1 trench	1 true	1 turn	1 tush	1 tuti-doping
1 tv	1 unbelievable	1 underground	1 underscore	1 understand
1 upgrade	1 usb	1 user	1 vibe	1 vibration
1 visitors	1 wait	1 walking	1 wallpaper	1 want
1 watch	1 wc	1 weather	1 webcam	1 welcome
1 well	1 where's	1 whisky	1 who	1 why
1 win	1 windsurf	1 wind-surf	1 world	1 wot
1 wow	1 write	1 writen	1 yah	1 yap
1 yep	1 your	1 you're	1 yours	1 yourself
1 zapping	1 zoom			

## Greetings & Fillers (Total: 159)

Hello (sweety)	indeed	I'm socked
Hi	let it be	It really sucks
hey	nope	KO
bye	never mind	Just in case
goodbye	maybe	Just in time
ciao	don't matter	Just a little bit
see you (soon)	nothing	Me and myself
ok	Who cares?	In love
yes	Where's that?	Kisses and behave
cool	Wow	lol
nice	Well	let it be
no	Yap (yep)	let's boogie
whatever	Hello	let's go
what	Sorry	love each other
right	Let's	my baby
baby	why	my love
God	ASAP	my last
Thanks	AKA	my God
Thank you	All good	my man
Fine	All night	Oh my God
Please	All right	My care
babe	Any?	Prison Break
Shut-up	Be quiet	Oh my gosh
Yeah	Be right back	Oh God
Don't	Beat's me	Of course
Lol	Be right back	No way
Oh	By night	No kidding
Look	By the way	No problem
Ok	Check it out	Never mind
Great	Cool baby	Rise 'n' Shine
Relax	Dear Lady Peter Pan	Shake it baby
Anyway	Don't stop	Shake your booty
Ya	Excuse me	Shut-up
No way	Fly or die	So sweet
C'mon (come one)	Freakin' awesome	Stand up comedy
Give me five	Funny guy	Sweet dreams
Help	Game over	Take it easy
ready	God damn it	Tell me
really	Good luck	That's what I like
so	Good morning	Very good
that's right	Good night	Very nice
yo	Give me five	Very well
yup	Hey there	What do you want?
Don't care	Help me	What's up
Take care	I'm fine	Where's that?
My darling	I don't	Who cares
My dear	I don't know	Zip it
Done	I don't understand	You're welcome
Duh	I guess	You can do it
Dude	I guess so	Yes babe
kind of (kinda)	I love you	Yeah ... Right!
just kidding	I miss you	Time is running out
gosh	I'm away	
Somebody's in the house tonight		



**Expletives (Total: 19)**

fuck	Jesus Christ	piece of crap
fuck off	Crap	no fuckin' way
fuck you	It sucks	no shit
shit	freakin'	what the fuck
bitch	fuckin	what the hell
damn (you)	screw you	
asshole	shitty	

**Adjectives (Total: 65)**

fashion	automatic	late
good	black	lucky
soft	boring	made in
crazy	busy	mean
hot	(very) British	polite
gay	bad	positive
light	clumsy	shiny
beautiful	comic	slow
blind	concrete	small
illegible	dark	snob
big	delta	national
easy	diet	open
happy	fashionable	strange
trendy	fair play	stupid
awesome	first	swell
cute	fresh	tight
English	general	true
Deep	groovy	unbelievable
hi-tech	horrible	cute (written)
off-line	hungry	off the record
aggressive	kind	off shore
automatic	last	

**Verbs (Total: 77)**

Download	Sleep	raise
Go	Wake up	perfect
Stop	Access	quiet
Cut	Bet	beat
Copy	Blush	believe
Paste	brainstorm	bite
Surf	come	boogie
Be	drop	can
Delete	do	behave
Miss	fold	chill
Print(printer)	finish	choose
printar	guess	close
Know	give	connect
Like	move	dance
Smile	post (postar)	clean
Take	raise	deletar
Check	shake	fight
Need	shine	export
See	rise	feel

forget  
get  
import  
insert  
must  
read  
reboot

share  
save  
spread  
start  
wait  
turn  
want

watch  
win  
write  
check sound  
made in  
rule

**Noun (Total: 509)**

night  
e-mail  
mail  
t-shirt  
pen (usb)  
love  
marketing  
people  
cd  
internet (net)  
pc  
site  
shopping  
man  
dvd  
feeling  
hardware  
messenger  
Blackboard  
Hamburger  
jeans  
software  
brother  
coffee  
password  
shot  
disco  
kiss  
net  
party  
break  
bus  
game  
gameboy  
windows  
e-learning  
feedback  
football  
money  
online  
weekend  
background  
business  
dog  
playstation  
tea  
basketball  
bodyboard

drink  
bar  
house  
light  
motherboard  
manager  
media  
retail park  
pendrive  
spot  
top  
top (chart/clothes)  
basket  
boxers  
beer  
clip  
computer  
drive  
eyeliner  
friends  
kisses  
ice  
mother  
offline  
sandwich  
scanner  
sms  
star  
sweat  
summer  
volleyball  
tuning  
time  
beach  
bike  
blog  
bluff  
boss  
boy  
bro  
chat  
cornflakes  
dj  
dancefloor  
flop  
eye  
family  
flash

friend  
fun  
hip-hop  
honey  
input  
keyboard  
know-how  
morning  
music  
off-side  
on-line  
penalty  
performance  
player  
poker  
portfolio  
ranking  
self-service  
sister  
soul  
speed  
stakeholder  
timing  
update  
upload  
winner  
wireless  
word  
work  
workshop  
backstage  
best-seller  
book  
bowling  
brainstorming  
bugger  
blackout  
cd-rom  
businessmen  
chip  
check-up  
check-in  
coca-cola  
deadline  
dealer  
drinks  
drive-in  
excuse

fag (= gay)  
flat  
flyers  
franchising  
gloss  
happiness  
hip-hop  
homework  
hotel  
jazz  
ketchup  
king  
kitesurf  
merchandising  
message  
laptop  
leasing  
heavy metal  
Microsoft  
mister  
monkey  
news  
nigga  
outlet  
output  
outsourcing  
peeling  
(cell) phone  
photo  
pop  
prison  
problem  
profile visitors  
pullover  
pumps  
report  
restaurant  
ride  
river  
roaming  
shops  
show  
smoker  
reset  
skate  
soccer  
stakeholders  
sound  
store  
stock  
strip  
smell  
sweater  
sweatshirt  
stress  
tennis  
tour  
toy  
underwear

video  
wakeboard  
war  
website  
wine  
woman  
zip  
account user  
aftershave  
angel  
April  
Avatar  
Backup  
Band  
Beauty  
Blockbuster  
Bluetooth  
Body board  
Bodybalance  
Bodycombat  
Bodypump  
Bodysurf  
book  
boots  
booty  
boyfriend  
breakfast  
brushing  
budget  
businesswoman  
buttocks 1  
webcam  
cap  
boom  
blacks  
boost  
car-rent  
cash flow  
cat  
catering  
chairman  
chart  
chat  
cheese  
cheesecake  
chemistry  
chick  
coat  
city  
class  
clothes  
club  
coffee  
coffee break  
cocktail  
colleague  
company  
cookies  
corner

low cost  
course  
court  
company  
datashow  
date  
debriefing  
delay  
design  
designer  
difference  
disappointment  
downloads  
downsizing  
draft  
DCO Evolution Soccer  
e-learning  
end  
essay  
Europe  
evidence  
evolution  
excel  
exit  
expert  
expression  
father  
feed-back  
fire  
firmware  
fish  
flashcards  
flip chart  
flip flop  
floor  
flyer  
freedom  
freelance  
front  
freckles  
dumping  
gala  
games  
gangster  
gap  
girl  
goggle  
google  
guidelines  
guinness  
hacker  
gym  
hand  
handout  
hat-trick  
headphones  
heavy-metal  
hellocard  
hell

hobby  
holiday  
home  
hotmail  
hotpants  
hotspot  
hour  
housework  
humanity  
husband  
idea  
identity  
ipod  
interface  
imposex  
jacket  
jam  
jeans  
jeep  
kart  
keeper  
kick  
kit  
kite  
knife  
knockout (ko)  
holding  
label  
lady  
laser  
lay-off  
layout  
letter  
life  
eyeliner  
link  
lipgloss  
light (lite)  
Loading  
log in/out  
lunch  
making  
McDonald's  
mass  
mega bit  
memory stick  
memo  
milk  
milkshake  
moon  
mp3  
msn (messenger)  
men  
mum  
mummy  
mass  
nailpolish  
network  
nigger (nigga)

pace maker  
Paris, Texas  
Outline  
pan  
peace  
past  
pal  
payshop  
pendrive  
pig  
piece  
pizza  
playlist  
pool  
post-it  
power  
powerpoint  
people (ppl)  
primer  
princess  
program  
pussy  
puzzle  
randomizer  
rap  
rappers  
rave (-party)  
rayban  
rent-a-car  
reporter  
resort  
rock and/'n' roll  
router  
re-fill  
rugby  
rule  
Running  
screen  
screenshots  
season  
service  
sex  
sexshop  
shampoo  
share  
shell  
ship  
shoes  
off-shore  
shotgun  
sis  
sites  
six-pack  
skateboard  
skirt  
sky  
slot (machine)  
snack bar  
power

snack  
smoking  
sketch  
pool  
snowboard  
snowboarding  
spyware  
squash  
staff  
What a stallion  
standard  
standby  
all stars  
status  
steel  
stick  
stilettos  
strawberry  
street  
subwoofer  
sun  
sun glasses  
surfing  
swearing  
swing  
tattoo  
telephone  
tennis  
terms  
Scouting  
sweetheart  
style  
toast  
tush (buttocks)  
thing  
trench coat  
TV  
underground  
underscore  
user  
vibe  
vibration  
title  
wallpaper  
WC  
weather  
whisky  
windsurf  
world  
walking  
zoom  
zapping  
happy hour  
heavy - dj  
house musik  
hot dog  
making of  
(Windows) media player  
Mind games

Miss and mister  
open mind  
private joke  
R&B

Pull & Bear  
Reporter (report)  
Ruler  
Smart ass

Strawberry cheesecake  
Take away  
Video clip

**Ambiguous words (Total: 13)**

Divx  
nalti  
smallblind  
jah lives  
rand

tuti-doping  
B2B  
Boots ride  
Big blind  
Eye toy

In studying  
National Idea  
Wot up dog

**Extra (Total: 3)**

Lots of English expressions  
Dozens of IT terms  
Greetings



### Appendix 13: Focus Questionnaire

#### Mestrado em Estudos Ingleses: O Inglês e a Identidade Social entre Universitários Portugueses

Caro Estudante,

este questionário é o seguimento da tabela que preencheu sobre as palavras inglesas que utiliza no seu discurso português. O objectivo deste formulário é averiguar os motivos que o/a leva a utilizar esses termos. O preenchimento não deve demorar mais que 10 minutos e gostaria de agradecer a sua colaboração neste projecto.

Margaret Gomes

Nome: \_\_\_\_\_

Sexo: F ☐ M ☐

Naturalidade: \_\_\_\_\_

Idade: \_\_\_\_\_ anos

Endereço electrónico: \_\_\_\_\_

Ano de LRE: 1º ☐ 2º ☐ 3º ☐ 4º ☐

Quantos anos de inglês tem? \_\_\_\_\_

Já viveu no estrangeiro? sim ☐ não ☐

Se respondeu afirmativamente, diga onde e durante quanto tempo? \_\_\_\_\_ durante \_\_\_\_\_ anos

1. Indique com que frequência é que utiliza termos ingleses quando fala português

- ☐ com frequência
- ☐ com alguma regularidade
- ☐ às vezes
- ☐ raramente
- ☐ nunca

2. Com quem é que normalmente utiliza termos ingleses? (pode assinalar mais que uma resposta)

- ☐ com amigos
- ☐ com familiares
- ☐ com professores
- ☐ com estranhos
- ☐ outros, especifique \_\_\_\_\_

3. Com quem é que normalmente não utilizaria esses termos? (pode assinalar mais que uma resposta)

- ☐ com amigos
- ☐ com familiares
- ☐ com professores
- ☐ com estranhos
- ☐ outros, especifique \_\_\_\_\_

4. Qual a sua opinião sobre a utilização de palavras inglesas na língua portuguesa?

- ☐ é positivo
- ☐ é negativo
- ☐ indiferente
- ☐ não tenho opinião
- ☐ outro, especifique \_\_\_\_\_

5. Indique com que frequência é que ouve outras pessoas a utilizar termos ingleses quando falam português

- ☐ com frequência
- ☐ com alguma regularidade
- ☐ às vezes
- ☐ raramente
- ☐ nunca

6. Identifique quem é que ouve a utilizar essas palavras? (pode assinalar mais que uma resposta)

- ☐ amigos  
☐ familiares  
☐ professores  
☐ estranhos  
☐ outros, especifique\_\_\_\_\_

7. Com quem é que essas pessoas normalmente utilizam esses termos? (pode assinalar mais que uma resposta)

- ☐ com amigos  
☐ com familiares  
☐ com professores  
☐ com estranhos  
☐ outros, especifique\_\_\_\_\_

8. Coloque por ordem de importância, onde 1 é o mais e 7 o menos influente, a proveniência desses termos

- ☐ a televisão  
☐ o cinema  
☐ a imprensa  
☐ a universidade  
☐ os amigos  
☐ a Internet  
☐ a música

Pode acrescentar mais algum? Especifique\_\_\_\_\_

9. Ao utilizar palavras inglesas quando fala português fá-lo conscientemente? sim ☐ não ☐

10. Se a população em geral utilizasse esses mesmos termos ingleses seriam igualmente tão apelativos? sim ☐ não ☐

11. Coloque por ordem de importância, onde 1 é o mais e 7 o menos influente, os motivos da utilização de palavras inglesas quando fala português

- ☐ porque a sociedade portuguesa está aberta a novas culturas  
☐ porque me faz sentir parte integrante da juventude portuguesa  
☐ porque inglês é a *língua franca* do mundo globalizado  
☐ porque os meus amigos também as utilizam  
☐ porque pessoas de idades diferentes não as entendem  
☐ porque estudo inglês  
☐ porque irrita pessoas de idades diferentes

Pode acrescentar mais algum? Especifique\_\_\_\_\_

12. Explique porque é que utiliza palavras inglesas em vez das suas equivalentes portuguesas?

13. O que é que a utilização dessas palavras o/a faz sentir?

14. Utilize o espaço abaixo para acrescentar algo que ache relevante

Obrigada!

**Appendix 14: Results of Focus Questionnaire**  
**1<sup>st</sup> to 4<sup>th</sup> year students of the Degree in Languages and Business Management**

**Personal Information**

**Number of students who completed questionnaire**

	Number	% Total Students	Total Students in each year	% students responded
1 <sup>st</sup> year students	42	30.2%	48	87.5%
2 <sup>nd</sup> year students	30	21.6%	38	78.9%
3 <sup>rd</sup> year students	21	15.1%	29	72.4%
4 <sup>th</sup> year students	46	33.1%	48	95.8%
Total	139	100%		

**Percentage of Students who completed questionnaire**

	Completed	Total students	Percentage
1 <sup>st</sup> year students	42	55	76%
2 <sup>nd</sup> year students	30	43	70%
3 <sup>rd</sup> year students	21	29	72%
4 <sup>th</sup> year students	46	64	72%
Total	139	191	73%

**Gender**

	Male	Female
1 <sup>st</sup> year students	7 (16.7%)	35 (83.3%)
2 <sup>nd</sup> year students	6 (20%)	24 (80%)
3 <sup>rd</sup> year students	3 (14.3%)	18 (85.7%)
4 <sup>th</sup> year students	12 (26%)	34 (73.9%)
Total	28 (20.1%)	111 (79.9%)

**Age**

	18	19	20	21	22	23	24	25	26	27	29	30	32	33
1 <sup>st</sup>	14	14	3	2	3	1	1	1	0	0	1	1	0	0
	66.7%													
2 <sup>nd</sup>	0	12	10	2	0	2	1	0	1	0	1	0	1	0
	73.3%													
3 <sup>rd</sup>	0	0	2	8	5	1	1	0	0	1	0	0	0	1
			61.9%											
			71.4%											
4 <sup>th</sup>	0	0	1	11	13	14	1	2	2	0	1	0	0	0
			58.7%											
			82.6%											
Total /135	14	26	16	23	21	18	4	3	3	1	3	1	1	1
%	10.4	19.3	11.9	17	15.6	13.3	3	2.2	2.2	0.7	2.2	0.7	0.7	0.7

**Nationality**

	Portugal	Switzerland	France	Germany	Venezuela	Cape	S. Africa	Slovakia	USA
--	----------	-------------	--------	---------	-----------	------	-----------	----------	-----



						Verde			
1 <sup>st</sup>	33(78.6%)	1	2	1	1	1	1	0	0
2 <sup>nd</sup>	24(80%)	0	2	1	0	1	0	1	0
3 <sup>rd</sup>	17(80.9%)	1	2	0	0	0	0	0	0
4 <sup>th</sup>	39(84.8%)	1	4	0	1	1	0	0	1
Tot / 136	113	3	10	2	2	3	1	1	1
%	83	2.2	7.4	1.5	1.5	2.2	0.7	0.7	0.7

### Have students lived abroad?

	Yes	No
1 <sup>st</sup>	8 (19%)	28 (66.7%)
2 <sup>nd</sup>	8 (26.7%)	21 (70%)
3 <sup>rd</sup>	13 (61.9%)	7 (33.3%)
4 <sup>th</sup>	15 (32.6%)	29 (63%)
Total /129	44	85
%	34.1	65.9

### Where students have lived abroad

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<b><i>France</i></b>	2 (4 + 22 years)	2 (4 months + 5 years)	1 (1 year) 1 (1 year, Erasmus)	5 (4, 7, 8, 10 + 11 years)
<b><i>Germany</i></b>	2 (13 + 20 years)	2 (3 + 20 years)	1 (12 years)	3 (10 + 2x16 yrs)
<b><i>Switzerland</i></b>	2 (2x10 yrs)	2 (4 + 5 yrs)	2 (7 + 16 years)	3 (8, 9 + 10 yrs)
<b><i>Sweden</i></b>	1 (1 year)			
<b><i>Luxembourg</i></b>			1 (14 years)	
<b><i>Italy</i></b>		1 (5 months)	2 (1 year)	
<b><i>UK</i></b>			1 (1 year)	
<b><i>Greece</i></b>			1 (6 months)	
<b><i>Slovakia</i></b>		1 (Erasmus 1 year)		
<b><i>Venezuela</i></b>			1 (5 years)	
<b><i>USA</i></b>			1 (2 years)	1 (10 years)
<b><i>Canada</i></b>	1 (6 years)			
<b><i>Venezuela</i></b>	2 (3 + 16 years)			1 (7 years)
<b><i>South Africa</i></b>	1 (13 years)			1 (10 years)

<i>Cape Verde</i>		1 (2 years)		
<b>TOTAL</b>	<b>11 students</b>	<b>9 students</b>	<b>12 students</b>	<b>14 students</b>

### Years of English study

1 <sup>st</sup>	1 – 13 years (50% had English for 8, 9 or 10 years)
2 <sup>nd</sup>	5 – 14 years (70% had English for 9 or 10 years)
3 <sup>rd</sup>	5 – 14 years (52.4% had English for 10, 11 or 12 years)
4 <sup>th</sup>	6 – 16 years (80.4% had English for 10, 11 or 12 years)

### Tables with collated information

*Question 1: How often do you use English terms when you speak Portuguese?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Very often	5	6	5	14	<b>22</b>
Frequently	18	10	9	15	<b>38</b>
Sometimes	13	12	7	15	<b>35</b>
Rarely	2	2	0	3	<b>5</b>
Never	0	0	0	0	<b>0</b>
<b>TOTAL</b>	<b>38</b>	<b>30</b>	<b>21</b>	<b>47</b>	

*Question 2: With whom do you use English terms in your Portuguese discourse?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Friends	39	29	20	44	<b>132</b>
Family	18	8	14	17	<b>57</b>
Teachers	17	7	26	27	<b>77</b>
Strangers	2	1	7	3	<b>13</b>
Others	2	1	0	6	<b>9</b>
<b>TOTAL</b>	<b>78</b>	<b>46</b>	<b>67</b>	<b>97</b>	

*Question 3: With whom would you **NOT** use English words?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Friends	1	3	0	2	<b>6</b>
Family	18	13	9	23	<b>63</b>
Teachers	9	10	2	5	<b>26</b>
Strangers	24	15	9	24	<b>72</b>
Others	0	3	1	6	<b>10</b>
<b>TOTAL</b>	<b>52</b>	<b>44</b>	<b>21</b>	<b>60</b>	

*Question 4: What is your opinion on the use of English terms in the Portuguese language?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Positive	15	11	9	25	<b>60</b>
Negative	4	2	0	4	<b>10</b>
Indifferent	15	13	6	12	<b>46</b>
No opinion	5	0	4	2	<b>11</b>
Other	2	3	2	5	<b>12</b>
<b>TOTAL</b>	<b>41</b>	<b>29</b>	<b>21</b>	<b>48</b>	

*Question 5: How often do you hear others use English words in their Portuguese discourse?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Very often	5	7	8	7	<b>27</b>
Frequently	16	11	8	23	<b>58</b>
Sometimes	16	11	5	15	<b>47</b>
Rarely	3	1	0	1	<b>5</b>
Never	0	0	0	0	<b>0</b>
<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>21</b>	<b>46</b>	

*Question 6: Who do you hear using English words in their Portuguese discourse?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Friends	37	29	19	44	<b>129</b>
Family	14	9	8	14	<b>45</b>
Teachers	23	10	16	31	<b>80</b>
Strangers	10	6	6	10	<b>32</b>
Others	0	2	0	8	<b>10</b>
<b>TOTAL</b>	<b>84</b>	<b>56</b>	<b>49</b>	<b>107</b>	

*Question 7: With whom do the groups identified in question 6 use English terms?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Friends	37	29	19	36	<b>121</b>
Family	17	12	9	9	<b>47</b>
Teachers	14	6	12	10	<b>42</b>
Strangers	7	5	6	9	<b>27</b>
Others	2	3	1	10	<b>16</b>
<b>TOTAL</b>	<b>77</b>	<b>55</b>	<b>47</b>	<b>74</b>	

*Question 8: Rate in order of importance the origin of the English terms used*

*1<sup>st</sup> year:*

<i>Source</i>	<i>Rating</i>								<i>Total 5 - 7</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	
<i>Television</i>	12	9	9	30	6	1	2	2	5
<i>Cinema</i>	2	7	12	21	10	4	3	2	9
<i>The press</i>	2	1	3	6	6	9	9	11	29
<i>University</i>	2	3	2	7	7	5	9	12	26
<i>Friends</i>	0	2	1	3	5	13	13	7	33
<i>The Internet</i>	13	11	8	32	4	3	2	0	5

<i>Music</i>	15	8	4	27	5	5	0	4	9
--------------	----	---	---	----	---	---	---	---	---

2<sup>nd</sup> year

	<i>Rating</i>								
<i>Source</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
<i>Television</i>	6	5	8	19	3	4	2	0	6
<i>Cinema</i>	7	4	3	14	6	3	2	3	8
<i>The press</i>	0	1	0	1	2	6	11	8	25
<i>University</i>	3	1	3	7	2	5	9	6	20
<i>Friends</i>	4	4	2	10	3	5	2	9	16
<i>The Internet</i>	4	6	6	16	7	3	2	1	6
<i>Music</i>	6	8	7	21	5	2	0	1	3

3<sup>rd</sup> year

	<i>Rating</i>								
<i>Source</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
<i>Television</i>	5	3	6	14	4	0	2	0	2
<i>Cinema</i>	0	7	2	9	7	3	0	1	4
<i>The press</i>	0	0	2	2	3	5	1	9	15
<i>University</i>	0	3	4	7	0	3	4	6	13
<i>Friends</i>	0	1	2	3	1	4	8	4	16
<i>The Internet</i>	9	2	2	13	4	3	0	0	3
<i>Music</i>	6	4	2	12	1	2	5	0	7

4<sup>th</sup> year

	<i>Rating</i>								
<i>Source</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>

<b>Television</b>	17	9	4	30	9	3	1	2	6
<b>Cinema</b>	9	8	13	30	3	6	5	0	11
<b>The press</b>	0	3	5	8	8	10	5	15	30
<b>University</b>	2	6	4	12	3	10	16	4	30
<b>Friends</b>	4	1	2	7	2	10	10	16	36
<b>The Internet</b>	11	5	9	25	12	3	2	3	8
<b>Music</b>	5	13	9	27	7	2	5	4	11

*Summary of influent sources across years*

	<b>Ratings 1 – 3</b>				<b>Rating 4</b>				<b>Ratings 5 – 7</b>			
<b>Source</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
<b>TV</b>	73%	66%	70%	67%	15%	10%	20%	20%	12%	21%	10%	13%
<b>Cin.</b>	51%	48%	45%	67%	24%	21%	35%	7%	22%	28%	20%	24%
<b>Press</b>	15%	3%*	10%	18%	15%	7%	15%	18%	71%	86%	75%	67%
<b>Uni.</b>	17%	24%	35%	27%	17%	7%	0%	7%	63%	69%	65%	67%
<b>Friend</b>	7%	35%*	15%	16%	12%	10%	5%	4%	80%	55%*	80%	80%
<b>Int.</b>	78%	55%	65%	56%	10%	24%	20%	27%	12%	21%	15%	18%
<b>Music</b>	66%	72%	60%	60%	12%	17%	5%	16%	22%	10%	35%	24%

*Collated ratings*

<b>Source</b>	<b>Collated Ratings 1 – 3</b>	<b>Collated Ratings 4</b>	<b>Collated Ratings 5 – 7</b>
<b>Television</b>	69%	13%	14%
<b>Cinema</b>	53%	22%	24%
<b>The press</b>	15%	14%	75%
<b>University</b>	26%	8%	66%
<b>Friends</b>	18%	8%	74%

<b><i>The Internet</i></b>	64%	20%	17%
<b><i>Music</i></b>	65%	13%	23%

*Question 9: When using English terms in your Portuguese discourse do you do it consciously?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Yes	15	18	10	30	<b>73</b>
No	12	11	9	16	<b>48</b>
<b>TOTAL</b>	<b>27</b>	<b>29</b>	<b>19</b>	<b>46</b>	

*Question 10: If people in general in Portugal used English terms in their Portuguese discourse would you still find their use as appealing?*

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	<b>TOTAL</b>
Yes	15	18	8	28	<b>69</b>
No	10	11	11	18	<b>50</b>
<b>TOTAL</b>	<b>25</b>	<b>29</b>	<b>19</b>	<b>46</b>	

*Question 11: Rate in order of importance the reasons why you use English words in your Portuguese discourse*

*1<sup>st</sup> year*

	<b><i>Rating</i></b>								
<b><i>Reason</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>Total 1 - 3</i></b>	<b><i>4</i></b>	<b><i>5</i></b>	<b><i>6</i></b>	<b><i>7</i></b>	<b><i>Total 5 - 7</i></b>
<b><i>Portuguese Society is open to new cultures</i></b>	9	10	13	32	6	3	0	0	3
<b><i>It makes me feel an important part of youth culture</i></b>	0	1	8	9	11	13	4	3	20
<b><i>English is the lingua franca of the globalised world</i></b>	24	9	4	37	2	0	1	1	2
<b><i>My friends use them too</i></b>	0	5	11	16	12	10	1	1	12
<b><i>People of different ages don't understand them</i></b>	1	0	1	2	3	3	27	5	35
<b><i>I study English</i></b>	8	15	6	29	6	6	0	0	6
<b><i>It irritates people of different ages</i></b>	0	0	0	0	1	2	5	31	38

*2<sup>nd</sup> year*

	<b><i>Rating</i></b>
--	----------------------

<i>Reason</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
<i>Portuguese Society is open to new cultures</i>	7	7	7	21	5	2	0	0	2
<i>It makes me feel an important part of youth culture</i>	1	0	4	5	8	11	2	1	14
<i>English is the lingua franca of the globalised world</i>	13	10	2	25	2	0	0	0	0
<i>My friends use them too</i>	3	5	5	13	7	6	2	1	9
<i>People of different ages don't understand them</i>	0	0	1	1	1	4	17	4	25
<i>I study English</i>	5	5	8	18	5	4	0	0	4
<i>It irritates people of different ages</i>	0	0	0	0	0	0	6	21	27

3<sup>rd</sup> year

	<i>Rating</i>								
<i>Reason</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
<i>Portuguese Society is open to new cultures</i>	4	4	3	11	7	1	0	0	1
<i>It makes me feel an important part of youth culture</i>	0	1	0	1	4	13	0	0	13
<i>English is the lingua franca of the globalised world</i>	11	5	3	18	0	0	0	0	0
<i>My friends use them too</i>	1	3	6	10	5	3	0	0	3
<i>People of different ages don't understand them</i>	0	0	0	0	1	4	17	4	25
<i>I study English</i>	5	5	8	18	2	0	14	2	16
<i>It irritates people of different ages</i>	0	0	0	0	0	0	4	14	20

4<sup>th</sup> year

	<i>Rating</i>								
<i>Reason</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total 1 - 3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total 5 - 7</i>
<i>Portuguese Society is open to new cultures</i>	7	11	14	32	4	4	0	1	5

<i>It makes me feel an important part of youth culture</i>	2	4	5	11	17	16	1	2	19
<i>English is the lingua franca of the globalised world</i>	22	14	5	41	4	2	2	1	5
<i>My friends use them too</i>	1	5	10	16	17	11	2	1	14
<i>People of different ages don't understand them</i>	0	3	2	5	1	3	31	7	41
<i>I study English</i>	13	7	10	30	4	7	3	1	11
<i>It irritates people of different ages</i>	2	0	0	2	0	2	7	34	43

*Reasons for English language use in percentage terms across all four years*

	<i>Ratings 1 – 3</i>				<i>Rating 4</i>				<i>Ratings 5 – 7</i>			
	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>
<i>Openness</i>	78%	75%	58%	78%	15%	18%	37%*	10%	7%	7%	5%	12%
<i>Part of youth culture</i>	22.5%	18%	6%*	24%	27.5%	30%	22%	36%	50%	52%	72%*	40%
<i>English is lingua franca</i>	90%	93%	100%	82%	5%	7%	0%	8%	5%	0%	0%	10%
<i>Friends use them too</i>	40%	45%	55%	34%	30%	24%	28%	36%	30%	31%	17%	30%
<i>Lack of knowledge</i>	5%	4%	0%	11%	7.5%	4%	4%	2%	87.5%	92%	96%	87%
<i>I study English</i>	70%	67%	50%*	67%	15%	18%	6%	9%	15%	15%	44%*	24%
<i>Irritates older people</i>	0%	0%	0%	4%	3%	0%	0%	0%	97%	100%	100%	96%

*Collated average percentages of 1<sup>st</sup> to 4<sup>th</sup> year statistics*

<i>Reason</i>	<i>Collated Ratings 1 – 3</i>	<i>Collated Ratings 4</i>	<i>Collated Ratings 5 – 7</i>
<i>Openness</i>	74.5%	17%	8.5%
<i>Part of youth culture</i>	20%	30%	50%
<i>English is lingua</i>	89%	6%	5%



franca			
<i>Friends use them too</i>	41%	31%	28%
<i>Lack of knowledge</i>	6%	4%	90%
<i>I study English</i>	64%	11%	25%
<i>Irritates older people</i>	2%	0%	98%

*Question 12: Explain why you use English words rather than their Portuguese equivalents in your spoken discourse.*

**1<sup>st</sup> year: (total 36)**

No equivalents: (8)

- Because many of the words I use either don't have a Portuguese equivalent or the meaning is not the same.
- Because there aren't exact equivalents in Portuguese and because most of the time using certain words or expressions in English is unconscious and it ends up becoming a habit.
- Because most of the words don't exist in Portuguese or the form is known more in English than in Portuguese.
- I feel that English is simpler than Portuguese, even in terms of vocabulary. I remember a word in English and can't think of the word in Portuguese. As for 'pre-fabricated' expressions I don't understand why but sometimes I think it sounds better in English than in Portuguese, others are just used for fun, and others just come out.
- Many times I feel I can express myself better using English words instead of their Portuguese equivalents. They are also easier to articulate and I often want to think of a word to write something down and only English ones come to mind.
- Because most of the time they are English borrowings or I can't remember how to say them in Portuguese.
- Their meanings are more wide ranging and sometimes there isn't a Portuguese equivalent.
- Because sometimes I can't translate the words adequately.

Out of habit: (13)

- Despite using English expressions instead of Portuguese ones consciously, it becomes an everyday habit when used frequently among friends when socialising. In my case I started using them mainly through the influence of my friends.
- In a globalised world the terms used in ICT tend to be English with those words often used unconsciously.
- Because when I want to express myself the first expressions which come to mind are English ones to express myself better.
- They come out unconsciously, I have never thought about why I use them and I can't explain their use. Maybe because many times there isn't an exact synonym in Portuguese.
- Because they are words I am got used to hearing and also because they are easier to identify. For example, it is easier to say or identify 'motherboard' than 'placa mãe.'
- Because it is a habit to use certain words in English because of my stay in Germany. English words are more ingrained in my vocabulary.

- It's automatic and happens unconsciously. I think it's a habit.
- Because I am used to using them, almost since I first came into contact with the English language.
- Out of habit (which started in Germany) it is easier and very often I don't know the expressions in Portuguese.
- I use them unconsciously and I think because we live in a modern world we are influenced by the language.
- I don't know but I do it unconsciously.
- There are some words which are so prevalent and ingrained in our language that even if there is a Portuguese equivalent we don't use it, e.g. 'online.'
- Because on the whole English words are too ingrained in my vocabulary.

Because they like to use English for a particular reason: (10)

- Simply because I like the English language a lot and as a consequence, I like to include it in my discourse.
- At times because it sounds good, sometimes the English terms come to mind before Portuguese ones. I also use them at times to make sure that the person with whom I am speaking understands what I am saying.
- Sometimes certain terms in English express feelings in certain contexts better.
- Because often the term communicates what I want to say better.
- Because in certain contexts, the use of English vocabulary is useful.
- It makes conversation more interesting.
- There are English words which better express certain terms which we cannot express with Portuguese terms.
- Because I don't like to translate, I prefer to use English words.
- Sometimes it is more practical to use English words because I am familiarised with their use.
- Because of the way they entered our language and the impact they have. It could also show innovation and acceptance of different cultures.

English is not generally used: (2)

- I rarely use English words – if I do, it's just joking. (18 years old)
- It rarely happens but when it does it is just a slip. (18 years old)

Youth culture: (1)

- Probably because young people of a similar age also use them and also because of the influence of the media.

Others: (2)

- Because they are words which are used more often in English.
- Because my mother tongue is English and at home I speak half of the time in English and half in Portuguese.

**2<sup>nd</sup> year: (total 26)**

No equivalents: (5)

- Honestly, because I can't remember the words in Portuguese. The word I most use is 'whatever,' which does not have an equivalent in Portuguese.
- Mainly because I feel the Portuguese translation is inadequate.
- Because those terms have no equivalents which transmit the intended meaning objectively.
- Because there are words which are difficult to translate and work better in English than in Portuguese.
- Normally I just use English words that don't have a Portuguese equivalent.

Out of habit: (10)

- Sometimes I use them because it's a habit but also because it marks the difference.
- Many times it is a habit we cannot control, perhaps due to references and large amount of information available everyday, or just because it is fashionable.
- It's a question of habit.
- It's a habit.
- No reason in particular, I often use English words unconsciously, and being in a degree with a strong business component many terms are in English.
- Sometimes it's a habit and sometimes to practise English.
- Because in our day to day lives it is natural to hear English words and expressions and automatically I adapt them to our language.
- I think it's a question of habit. We already use some English words so frequently that we use them automatically.
- Simply out of habit and because we often hear other people use them.
- Sometimes it is to practise what was covered in class. Other times because I am used to using them.

Because they like to use English for a particular reason: (7)

- Because it is more appropriate.
- Because English sounds fantastic.
- Because they are more appropriate in certain contexts.
- Because I think I should use the original words and because I have a tendency to hate translations of books, films, etc.
- Because for me it is easier and I can express myself better in English. It also comes from contact with the language along the years.
- No obvious reason, I use them as and when I feel it's necessary.
- Maybe because 'it sounds good.'

English is not generally used: (1)

- I don't use English words and criticise those who do. (32 yrs old)

Youth culture: (3)

- I use words I hear: they are part of a social context.
- Because they are used informal contexts with friends.
- Because it is so normal among friends that we end up doing it unconsciously, not because it is more appealing, it's a question of habit.

**3<sup>rd</sup> year: (total 21)**

No equivalents: (7)

- Often the English words are heard and used more than the Portuguese ones, although there are also English words that do not have a Portuguese equivalent.
- Because sometimes I can't find the Portuguese equivalents at the time.
- Because sometimes there isn't a direct translation and the word is more commonly known in English.
- Because there is often no Portuguese translation or because they are more frequently used than their Portuguese equivalents.
- I use them because sometimes I can't remember the terms in Portuguese and I remember the English term more quickly. Another reason is because I like the language.
- Because there is often no Portuguese equivalent or if there is it doesn't transmit exactly what I want to say.
- Because those words are more universal and are more easily understood than the Portuguese equivalents (if there are any).

Out of habit: (5)

- It's almost a habit, which has been ingrained by the mass media and society in general.
- The habit started in classes of using some words in certain contexts the daily use of those words by the media makes the use of these words a type of routine.
- Out of habit because some words are ingrained in Portuguese culture and are used normally.
- Because I am familiar with the language and there is a big influence of the language on our culture.
- Because sometimes the Portuguese words are used so infrequently that if I used them they would sound strange.

Because they like to use English for a particular reason: (5)

- Because, depending on the context, it can be funnier when said in English.
- Because it sounds better in the context they are spoken in and I often don't remember or there isn't a specific translation for what I want to say.
- Because it is normally part of a very specific type of discourse and very specific topics.
- Because those terms, despite having equivalents in Portuguese, transmit the intended meaning to the people to whom we are speaking better, obviously if the person understands those words.
- In my opinion, certain English words are used as slang, for example, 'altamente' or 'tótil' (=great/fantastic). They started being used because of the influence of television, series or films with which we identify. The

Related to study: (4)

- The majority of people learn English from an early age, which means we are familiar with the language.
- Because some English words are part of an area in which their use is necessary (e.g. IT).
- It depends on the situation. I am a student of foreign languages so when I don't know a word in Portuguese I try to say it in English. In Portuguese there are English words.
- Because I sometimes feel more at ease saying them in English and sometimes I do it unconsciously because as I have studied English for a long time they come out naturally ... I can't explain it.

**4<sup>th</sup> year: (total 44)**

No equivalents: (22)

- Because in the world of business much of the terminology does not have a translation in Portuguese.
- We often know English words which have no equivalents in Portuguese, or if there are equivalents, they lose their meaning a bit.
- I use English words when I don't remember the Portuguese equivalents. I also use them when the words I want to use are difficult to translate.
- There are English words which are ingrained in Portuguese culture making their Portuguese equivalent more difficult, e.g. e-mail/correio electrónico.
- Because sometimes I can't find an equivalent term in Portuguese and overall because of the use of English terms in Portuguese society and because of the limited use of the Portuguese translation of certain terms.
- Because there is often no direct or specific translation in Portuguese which means exactly the same thing that the English word transmits. Generally I am so accustomed that I often use them spontaneously and unconsciously.
- Because sometimes it is complicated to find Portuguese equivalents, e.g. software/hardware.
- Because if the Portuguese equivalents were used people would not understand them.
- I generally use words which are more common in English than in Portuguese and ease communication; or I use English words which do not have a Portuguese equivalent.
- Because often there are no Portuguese equivalents, for example, marketing.
- Because often their equivalents in Portuguese do not include their whole meaning but also because the words which springs to mind to use in our discourse more quickly is the word/term in English.
- Because very often the supposed 'equivalent' does not even exist.

- Sometimes I do it simply because I don't remember the word in Portuguese, but other times I think that saying them in English has a greater impact and sounds better, e.g. baby, love, darling...
- Sometimes there are no equivalent terms in Portuguese, sometimes it is unconscious.
- There are technical terms whose Portuguese equivalents do not express as much and are not as well known.
- Most of the time because in Portuguese there isn't a word which has exactly the same meaning, if it exists at all.
- Because generally those specific terms are known in English and people don't know the Portuguese equivalents.
- Sometimes because I honestly don't remember, and sometimes because there is no translation for certain terms.
- Sometimes the corresponding words in Portuguese have a slightly different connotation than what I want to express. Frequently, saying the Portuguese equivalents sounds ridiculous. For example, instead of saying 'USB pen' we would say 'caneta USB'??? And what would we say instead of 'Software' and 'Hardware'?
- Sometimes they are technical terms which in English have an objective meaning and in Portuguese can have multiple meanings and may be ambiguous concepts.
- There are certain English words which are so ingrained in our culture that we use them without realising it. Besides the Portuguese equivalents don't always have the same impact and value (meaning).
- Personally I am a bit of a purist in relation to language. I don't like using English words in the Portuguese language. However, there are words which have entered Portuguese culture because of translational difficulties, for example, 'poster.' I use those and I realise it is important for the Portuguese language to be influenced in order to evolve. (21 years old)

#### Out of habit: (6)

- Out of habit due contact with friends, television, etc...
- I think that sometimes it is a matter of habit and often because it fits better in the discourse, it's as if when I say it in English the definition is achieved. Other times it is just for fun.
- Because I like it. It has been a habit for a long time, probably because of so many years of studying English.
- Because it's a habit.
- I think it is because of convenience or habit as the Portuguese equivalents sound 'strange' to us.
- Sometimes I find it easier to remember English words.

#### Because they like to use English for a particular reason: (9)

- Because it transmits my line of thought better sometimes.
- Because it is easier to express oneself in certain situations. In addition, it is easier to give emphasis to that discourse if we use English.
- Because of my education and even personality I have always had a tendency to include English vocabulary in my everyday discourse.
- Because I have always liked English and almost consider it my first language.
- There are English words which better express certain concepts than we want to transmit.
- It sounds better and they are easier to pronounce.
- English often simplifies the idea we want to express. With one or a few English words I can express what I want while in Portuguese it would need a long explanation.
- It is often much easier to express an idea or feeling with just one English word, whereas in Portuguese I need more than one. English is a much more practical language. It also sounds better.
- Because they are shorter words and/or because they are used among friends.

#### Related to study: (2)

- As I am a language student I think it is perfectly normal to use English expressions, which also happens because some of our subjects – especially in Management and Marketing – which use many foreign words.
- First, there are terms which are much easier in English, e.g. in IT. Secondly, for students in higher education there are expressions and words which show more easily what we want to say and everyone understands us.

Related to business: (1)

- In professional contexts it's easier to use English terms because they are used more frequently.

Related to Globalisation: (4)

- Because English is so prevalent in our day-to-day lives, namely in music, cinema and others (media).
- It is related to the spread of English in today's world.
- Because they are words which are already ingrained in some way in the Portuguese lexis. They are words which are universally used and that everyone knows.
- Because some words are mere adaptations (scanner, pc...) and others are terms which are used globally (offshore, online, offline...)

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<i>No equivalents</i>	8	5	7	22
<i>Out of Habit</i>	13	10	5	6
<i>Like to use English</i>	10	7	5	9
<i>English not generally used</i>	2	1	0	0
<i>Related to youth culture</i>	1	3	0	0
<i>Related to Study</i>	0	0	4	2
<i>Related to Business</i>	0	0	0	1
<i>Related to Globalisation</i>	0	0	0	4
<i>Others</i>	2	0	0	0
<b>TOTAL</b>	36	26	21	44

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<i>No equivalents</i>	23%	19%	33%	50%
<i>Out of Habit</i>	37%	39%	24%	14%
<i>Like to use English</i>	28%	27%	24%	20%
<i>English not generally used</i>	6%	4%	0%	0%
<i>Related to youth culture</i>	3%	11%	0%	0%
<i>Related to Study</i>	0%	0%	19%	5%
<i>Related to Business</i>	0%	0%	0%	2%
<i>Related to Globalisation</i>	0%	0%	0%	9%
<i>Others</i>	6%	0%	0%	0%
<b>TOTAL</b>	100%	100%	100%	100%

*Question 13: What does the use of those words make you feel?*

***1<sup>st</sup> year: (total 31)***

Positive: (11)

- It makes me feel that so many years of English study were not in vain.
- Integrated.
- I simply feel that people understand me and communication is fluent.
- I feel as if I were part of my 'era' and sometimes less ridiculous.

- Nothing different, just that I can speak English and it is good because it is a good way of practising and improving my English.
- It's natural and does not change the way I feel.
- I don't think we can talk about feelings but using English words can help use improve our English and integrate any situation better.
- It makes me feel at ease, gives me confidence when speaking English and I feel better adjusted to the world today.
- Immediate answer: nothing special. Answer after reflection: it makes me feel that I am not oblivious to what is happening around me and I am some general knowledge.
- It makes me feel integrated both in society and in the knowledge of other countries and cultures. To me it is a sign of personal and cultural progress and development.
- It makes me feel that I have knowledge, even if not too much, of English.

Negative: (3)

- They don't make me feel valued. They simply show that I can speak English to some degree and know how to use English equivalents in a Portuguese sentence.
- Sometimes I feel I am 'betraying' my own language, but most of the time their use is so natural that I don't even realise I am doing it.
- I should pay some attention to the way I speak.
- That English is increasingly taking over the world.
- That I still have a lot to learn.

Neutral: (17)

- Nothing special. Perhaps contact with the world outside.
- Nothing special ... I have never given it any thought.
- It doesn't make me feel anything.
- Nothing special. They are just words...
- Nothing out of the ordinary...
- Nothing relevant.
- Nothing. I think it's normal because of globalisation. It is not just English words we use but also other languages, like French for example.
- To me it's indifferent.
- Indifferent. Anybody can use them even if they don't study English.
- It doesn't make me feel anything special, but perhaps because I am used to using them, the use of their Portuguese equivalents is strange.
- Nothing.
- It does not bring about any particular feeling.
- There is no specific feeling because English (to me) is a language which is at the same level as Portuguese.
- Nothing special, I think the use of English words is generalised.
- Nothing special.
- Nothing special. I don't use them for my education or general knowledge, it is simply my way of expressing myself.
- It doesn't make me feel anything special because I often use them unconsciously.

Others: (0)

*2<sup>nd</sup> year: (total 24)*

Positive: (10)

- Natural because it is natural to use them.

- Personal fulfilment.
- It's part of my identity.
- Nothing special, I use them because I like to.
- Generally, they are used to create a more relaxed environment.
- Indifferent, I use them simply because I think they are better for what I want to communicate.
- The essence of the word.
- I think that we become more dynamic and active when we practise what we learn in theory so as not to forget those words, etc.
- Good.
- It helps me see how fluent I am when I speak English.

Negative: (1)

- It makes me feel that there should be more expressions in the Portuguese language.

Neutral: (13)

- Indifferent.
- Nothing special.
- Nothing concrete.
- Nothing special, I use them without realising it.
- Nothing special.
- It doesn't make me feel anything special.
- Nothing special.
- It doesn't make me feel anything, it has become usual and part of everyday life.
- It's completely indifferent, it doesn't make me feel either more or less intelligent. It is something very natural, so I perceive it naturally.
- It is so common to speak and hear them that they don't evoke any feeling.
- It doesn't make me feel anything. The important thing is that the people with whom we are communicating understand us.
- Honestly, when I use them I am not conscious of it, it's an unconscious act mainly among friends.
- Normal. I don't have any type of different feeling when doing it.

Others: (0)

**3<sup>rd</sup> year: (total 18)**

Positive: (9)

- Nothing specific. I think it is important to make languages alive and mobile in order to innovate and facilitate understanding among different cultures.
- I use them unconsciously.
- In a professional context it makes me feel at ease in certain situations. I think it allows an 'intelligent' air to transpire.
- It makes me feel that I can often be understood exactly how I want to be, obviously by people who also understand those expressions.
- Nothing special, simply more at ease with the English language.
- It makes me feel like a person who has a good command of both Portuguese and English. But not someone superior because of that, because I don't use them with people who do not understand them.
- That people understand me better.
- Many of them are synonymous with contemporary society and knowledge.
- It doesn't make me feel anything special, there are simply certain English words which can better convey the intended message or meaning, such as 'whatever.'



Negative: (0)

Neutral: (7)

- Nothing special, they are lexical items which (to me) make more sense in English than in Portuguese.
- It does not evoke any particular feeling, just a different way of expressing myself.
- I don't have a particular feeling. They are normal everyday situations.
- To me it is so normal that it does not make me feel anything special.
- Nothing special, perhaps because I have never given it any thought.
- Nothing special.
- Nothing special.

Others: (2)

- I didn't understand the question.
- I did not understand the question, I can't answer. Sorry!

*4<sup>th</sup> year: (total 41)*

Positive: (24)

- It makes me feel educated and up-to-date.
- It makes me feel as if I am more open, more international, more professional.
- That I have a range of options to express myself. I also think that the Portuguese language can become richer with these terms.
- It makes me want to do research or go to an English-Portuguese dictionary to find out the equivalent term.
- It doesn't make me feel either more or less important or educated. In my opinion the reason why I use those words is because of cultural situations which we assimilate in our everyday lives.
- That the English language is more and more ingrained and that the majority of Portuguese people 'accept' these expressions easily.
- It makes me feel that I have some knowledge about certain areas and more open to today's global world, where English is universal.
- As a language student, it helps me to feel like a real polyglot.
- That I am informed and up-to-date and because it makes me feel part of a group.
- Nothing special – perhaps more at ease because they say exactly what I want to say.
- No sentiment in particular ... I feel good.
- It makes us feel part of the globalised world.
- Integrated in the world, understood by everyone, I feel that I speak universally.
- That the world is more and more multicultural.
- I feel that I can make my message understood.
- It makes me feel that something in Portugal 'mattered' and that in fact, our country is open to innovation and modernity.
- It makes me feel part of a group.
- It doesn't make me feel superior in relation to people who do not understand them because that's not why I use them. I believe that the use of those words in some way reflects general knowledge and a situation which is very common nowadays.
- To a degree, a good command of a foreign language is useful. On the other hand, even though some people do not admit it, the truth is that it 'sounds good.'
- Their use obviously doesn't put me on a pedestal, but I feel that I have some cultural diversity and it makes me feel somewhat developed and not in a cultural limbo.
- Sometimes, using English terms makes the explanation of what I want to say easier (or sometimes, there are words which do not have an equivalent in languages other than English), but their use is normal to me, I don't feel especially different in any way.

- It makes me feel as if I am outside this ‘field’ we call Portugal.
- For me, it is like an alternative, or sometimes the only alternative to Portuguese.
- Normally, their use does not have negative consequences. However, sometimes I am speaking on a subject and I cannot find the specific term in Portuguese and so I use the English one. It’s strange because my mother tongue is Portuguese.

Negative: (3)

- Sometimes the fact that I don’t know a word in Portuguese makes me feel uneducated and knowing it in English is a sign of disinterest and ignorance.
- Honestly I don’t feel very good, I feel that I am obliterating the original meaning of my language. I like the Portuguese language a lot, I understand its importance, but I only use it in professional contexts.
- Sometimes, when they are words which are easy to remember in Portuguese but I can’t, I get a bit frustrated.

Neutral: (14)

- Nothing special because I use them unconsciously/involuntarily because they are so commonplace.
- It does not make me feel different.
- Nothing, because it is already part of the vocabulary.
- It’s irrelevant.
- The use of English words doesn’t give me a particular feeling of satisfaction because I see it as a natural result of my daily contact with the language.
- It doesn’t make me feel anything; they are current words which are used naturally.
- It doesn’t make me feel better or worse: to do it is normal.
- It doesn’t make me feel anything special, for it is a situation which is not planned or premeditated.
- Nothing, as I have used them for a long time, sometimes I am not even aware that I am using them.
- It doesn’t make me feel anything special. It is simply part of the evolution of the language due to globalisation and also a characteristic inherent in Portuguese culture.
- I don’t even think about it. It’s natural, with the exception of teachers’ vocabulary I use, e.g.: ‘know how.’
- Because the use of borrowings is recurrent, for me, using them is something normal. I don’t give much attention to the fact that I use them.
- It’s spontaneous, it comes out without thinking.
- Honestly, I don’t know.

Others: (0)

*Tables with information on question 13:*

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<i>Positive</i>	11	10	9	24
<i>Negative</i>	3	1	0	3
<i>Neutral</i>	17	13	7	14
<i>Others</i>	0	0	2	0
<b><i>TOTAL</i></b>	31	24	18	41

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
<i>Positive</i>	35%	42%	50%	59%
<i>Negative</i>	10%	4%	0%	7%
<i>Neutral</i>	55%	54%	39%	34%
<i>Others</i>	0%	0%	11%	0%

<b><i>TOTAL</i></b>	100%	100%	100%	100%
---------------------	------	------	------	------

*Question 14: Please use the space below to add anything else you feel is important.*

*1<sup>st</sup> year:*

Globalisation and the spread of English:

- In my opinion the English language is very important because it is more easily accepted and spoken universally. Today, I think Portugal is more open to English and that is very important for the development of the country in general.
- I think that English is seen more and more as an obligatory language rather than a supplementary one. Nowadays, people don't go anywhere without knowing English. It is one of the demands of today's society.
- The use of foreign borrowings is not limited to the use of English words but also French ones, and on rare occasions, Latin ones. It is a sign of multiculturalism, to which we are all exposed. Thank God!

Identity:

- Languages are different and have different identities. To mix the two seems wrong to me, but there are feelings which are better expressed in one language than in another.

The importance of also maintaining the Portuguese language:

- I only think that there are words (borrowings) which we HAVE to use (for example 't-shirt' or 'boxers' or 'skate'), but if we tried to reduce the number of foreign borrowings that we use as much as we could, we would have a 'healthier' and more accurate language.
- It is important to know certain terms, not only to use them but also to have some notions of English, without forgetting our mother tongue.

Intelligibility:

- I try not to use them all the time because I know that the education of some people does not allow them to understand the words, with my parents for example, who only have 4 years of schooling.

*2<sup>nd</sup> year:*

English is seen as something positive:

- Our perception of things learnt in Portuguese is different when they are presented in another language.
- There is nothing better than using terms such as 'sweet' when we like something.

English is seen as something negative:

- Although my answers do not reflect what I feel, I know that many people use those words to make themselves feel more integrated or to show off their knowledge, which isn't always accurate.

*3<sup>rd</sup> year:*

The use of English in Portuguese is natural:

- When we use English vocabulary in the Portuguese language we use it so naturally that it is as if it were part of the Portuguese language.
- I think that the use of English terms in vocabulary is, at least in youth culture, simply natural. I do it consciously as I know what I am saying but spontaneously.

Maintenance of Portuguese and globalisation:

- I would like to add that even though I use a large number of English words and terms in my day-to-day life, I like Portuguese and speaking Portuguese a lot and I think that nowadays young people have a tendency of not using Portuguese correctly, which is an embarrassment to our country. However, English is slowly but surely taking over our vocabulary, which does not enrich Portuguese but enriches the Portuguese ‘polyglot spirit.’

4<sup>th</sup> year:

Positive:

- I started having English lessons in the third year and I think that that helped me to learn English more and better.
- What frequently happens is that we often use English words in our Portuguese discourse without even realising it.

Negative:

- I believe that sometimes the excessive use of English words in Portuguese discourse makes the discourse confused and sometimes misunderstood.
- I feel sad that the Portuguese language is devalued so much because it is so rich and the population doesn’t recognise that value. On the contrary, they feel that foreign borrowings are ‘better.’
- I feel that the importance attributed to English has originated in people feeling indifferent towards other languages.

Positive and Negative / Maintenance of Portuguese:

- I think that the use of English words is a double edged sword. It can devalue the Portuguese language while at the same time show how well we keep up with the times.
- The adoption of new words in our language is important so that it can evolve, but we should not exaggerate and our language must be preserved.
- For example, ‘that skirt is very fashionable’ in Portuguese is too long and doesn’t sound good. In English it would be ‘that skirt is fashion.’
- The use of English terms facilitates communication, but we need to be aware that excessive use may lead to the loss of the identity of the language which adopts those terms.

Globalisation and the spread of English:

- I think this study is really important, both for Portuguese and for English. It also shows that English has become more and more a language of the world for the world.
- I think that English is and will continue to be an important language for the future of Portugal.
- English is penetrating the frontiers of globalisation and today English is the most important language on a communicative level and the inclusion of those terms serves to show the impact it has on our daily lives.
- In relation to question 11 (*Rate in order of importance the reasons why you use English words in your Portuguese discourse*), there are some reasons that I do not agree with: the one which states that people of different ages don’t understand them or get irritated by their use. I think that English words are used, most of the time, in urban contexts by youth, which is quite sensitive to media phenomena such as the cinema (English language films) and music (currently, hip-hop influences young people quite a lot).

Intelligibility:

- I wanted to focus on the fact that I only use these words when I am sure that the person with whom I’m talking understands them perfectly.

Others:

- I would like take this opportunity to say hello and say it was a pleasure having lessons with you...
- Good luck!